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FACULTY ORIENTATION BY A NEW COMMUNITY COLLEGE.
WILLIAM RAINEY HARPER COLL., PALATINE, ILL.

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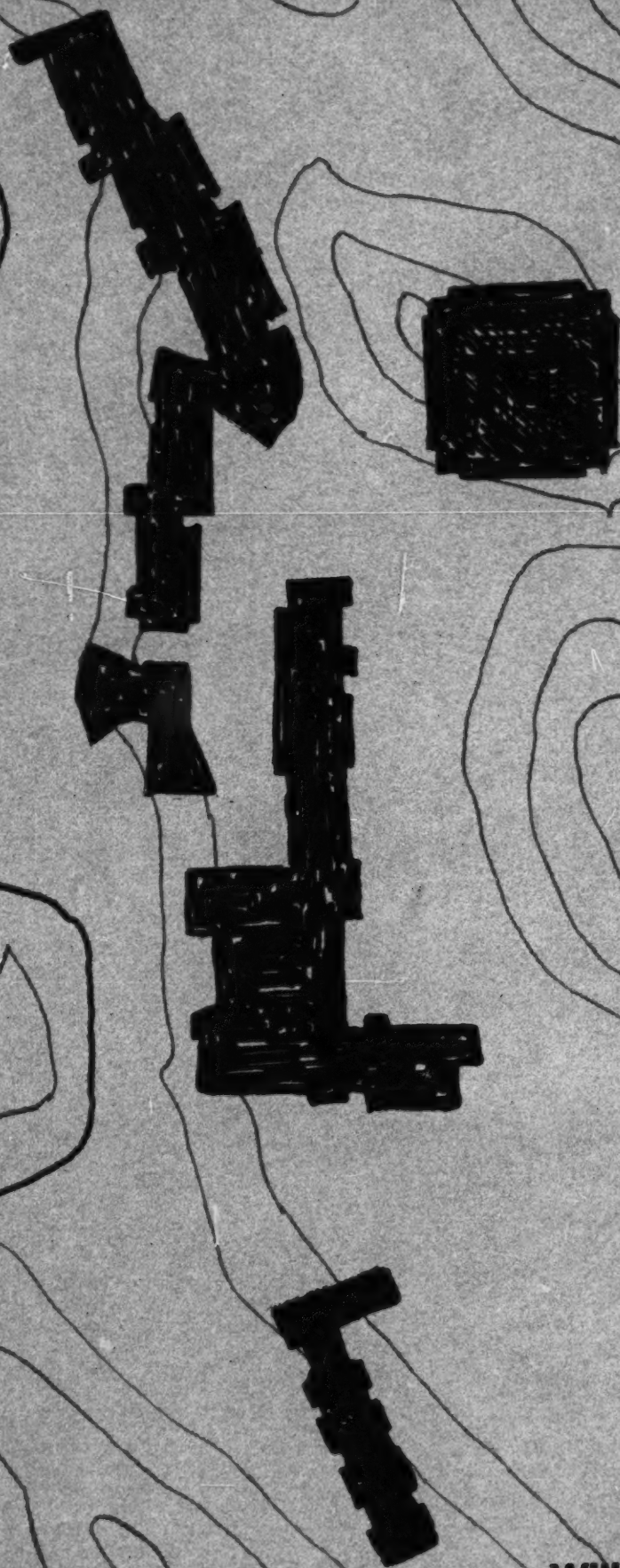
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DESCRIPTORS- *JUNIOR COLLEGES, COMMUNITY COLLEGES, COLLEGE FACULTY, COLLEGE TEACHERS, TEACHER ORIENTATION, INSERVICE TEACHER EDUCATION, COLLEGE ROLE, INNOVATION, GOVERNING BOARDS, GOVERNANCE, TEACHER ROLE,

BEFORE THE OPENING OF CLASSES IN THE FIRST SEMESTER OF OPERATION OF WILLIAM RAINEY HARPER COLLEGE, THE FACULTY PARTICIPATED IN A 3-WEEK ORIENTATION PROGRAM. IN WHICH ATTENTION WAS GIVEN TO SUCH MATTERS AS (1) THE HISTORY AND PROGRESS OF THE COLLEGE, (2) THE COLLEGE POLICY MANUAL, WITH PARTICULAR ATTENTION TO PERSONNEL POLICIES, (3) COMMUNITY SERVICES, (4) STUDENT PERSONNEL SERVICES, (5) FACULTY INVOLVEMENT IN GOVERNANCE, (6) COURSE PLANNING, (7) OPERATING PROCEDURES, AND (8) INSTRUCTIONAL EQUIPMENT DEMONSTRATIONS. TIME WAS SCHEDULED FOR INDIVIDUAL, COMMITTEE, AND DEPARTMENTAL WORK. FOUR PRESENTATIONS BY NATIONAL AUTHORITIES IN JUNIOR COLLEGES ARE INCLUDED IN THE REPORT--(1) THE COMMUNITY COLLEGE MISSION AND PROGRAM, (2) STUDENT PERSONNEL SERVICES IN THE COMPREHENSIVE COLLEGE, (3) GOVERNING BOARDS, AND (4) INNOVATION AND EXPERIMENTATION IN THE JUNIOR COLLEGE. PRIOR TO THE ORIENTATION PROGRAM, FACULTY MEMBERS COMPLETED AN ATTITUDE SURVEY. RESULTS OF THIS SURVEY AND OF THE FACULTY EVALUATION OF THE PROGRAM ARE SUMMARIZED. (WO)

Faculty Orientation

by a new community college



William Rainey Harper College

Faculty Orientation by a new community college

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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POSITION OR POLICY.

Presented here, in the hope that it may be of assistance
to other newly established community colleges, are the
key ingredients which made up the three-week faculty
orientation sponsored by William Rainey Harper College.

The orientation was held August 21 through September 7, 1967,
and immediately preceded Harper's opening for classes
for the first time.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 15 1968

CLEARINGHOUSE FOR



A BRIEF HISTORY OF HARPER COLLEGE

William Rainey Harper College, a new community junior college serving the northwest suburbs of Chicago, was established in early 1965 and opened for classes in September 1967. The new college is located 25 miles northwest of Chicago and serves more than a dozen prosperous and growing suburban communities. Of the communities making up this northwest suburban complex, five did not exist in 1950. Total population of the college district exceed 250,000 and is expected to reach 500,000 by 1980.

The college, which is presently constructing its own campus, opened for classes in 1967 in leased facilities at Elk Grove High School. Present enrollment of more than 1,700 freshmen is expected to grow to a full-time equivalent enrollment of more than 3,000 by 1970 and more than 6,000 by 1975.

The new campus covers 200 acres and when completed in 1975 will contain 12 major buildings. At present, six new buildings are now under construction. Students are expected to occupy the new campus in 1969.

One of the most conspicuous characteristics of the new college has been the careful planning and deliberation which has gone into its programs. The three-week faculty orientation, which preceeded opening for classes in 1967, is perhaps typical of the thoroughness which has characterized the early planning of William Rainey Harper College.

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INTRODUCTION

A three week comprehensive faculty orientation program initiated by Harper College resulted from three major assumptions:

- (1) A number of unrelated people - in this case 48 faculty members - cannot work efficiently together without first becoming acquainted and operating as a group.
- (2) People with little or no experience in a community junior college do not adequately appreciate what the mission of a community college is - and what it is not.
- (3) Faculty awareness of the community being served is vital to the success of community college programs.

Objectives of the orientation included developing a relatively smooth working team, developing a team whose members share the general goals of the open door community junior college, and achieving among team members an understanding and acceptance of the role of Harper College in serving its supporting district.

In order to facilitate the development of an esprit de corps, three weeks were set aside for meetings together. Three is not a magic number. It is the best balance we could achieve between what had to be done and what the budget would permit.

Many of the components of the orientation program were selected and were sequenced to enable the faculty to become acquainted and operational. Among these components welcoming and introductions, business procedures, tour of facilities, future campus plans, policy manual discussions, accreditation status study, divisional planning meetings, faculty committee structure, procedural handbook formation, faculty-Board dinner, and so on.

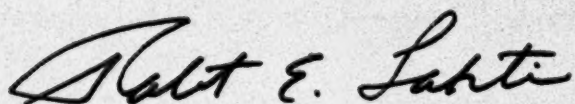
Orientation was designed to facilitate and encourage interaction and exchange between speaker and audience and between teachers, counselors, administrators, and Board members. Throughout orientation it was stressed that an institution of higher learning moves forward best when all parts are working in concert. By practicing "shared authority", administration, faculty and Board all work together.

each with relative freedom of thought and movement within its special spheres of interest.

To impart some "feel" for the community college movement and its role as a unique institution, four nationally-known educators, specialists in different areas of education, were invited to the campus. Each made a day long presentation which included animated exchanges from the floor as well as small discussion groups following with our guest speakers acting as idea stimulators. Board members participated.

Considerable emphasis also was placed on the local job of helping each student find out "where he is" so that he can reach his highest level of achievement. If faculty and programs are to be flexible and geared to the needs of the community and its students, these needs must be identified and the institution equipped to meet them. Components of the orientation relating to this include the president's presentation, presentations by the dean of students and the admission officer, discussion of the role of the computer, audio-visual and multi-media related field trips and presentations, review of the budget, and so on.

Finally, in an effort to gauge to what degree our efforts had succeeded, two attitude surveys were conducted - a pre-test and a post-test - plus a faculty evaluation of the program. Whereas the survey results revealed no significant change in attitudes of the group as a whole, attitude changes were, in some cases, quite dramatic and are interpreted as part of this presentation.



Robert E. Lahti, President

COMPONENTS OF THE ORIENTATION PROGRAM

1. Faculty welcome, introduction of staff, overview and objectives of the orientation program.
2. Slide presentation reviewing history and progress of William Rainey Harper College since its establishment.
3. Business office procedures, tour of temporary facilities, I.D. photographs, questions and answers.
4. Discussion of College Policy Manual (covering such aspects as academic freedom, tenure, leaves, salary schedule, evaluation procedures, fringe benefits, etc.).
5. Division meetings to plan fall programs.
6. **THE COMPREHENSIVE COMMUNITY COLLEGE--ITS MISSION AND PROGRAM.** A full day session featuring Dr. Leland L. Medsker, University of California, Berkeley. The program featured a formal presentation by Dr. Medsker in the morning, with small group discussions and conferences with the speaker in the afternoon. Dr. Medsker's full text is reproduced elsewhere in this book.
7. Presentation by Harper president on how college can serve its community.
8. Discussion of president's presentation plus review of college budget, North Central Association Status Study, etc.
9. Open Planning Time--five periods spread throughout the three-week orientation.
10. **THE IMPORTANCE AND ROLE OF THE STUDENT PERSONNEL PROGRAM IN THE COMPREHENSIVE JUNIOR(COMMUNITY) COLLEGE.** A full day session featuring Dr. Max R. Raines of Michigan State University. The program featured a formal presentation by Dr. Raines in the morning, with small group discussions and conferences with the speaker in the afternoon. Dr. Raines' full text is reproduced elsewhere in this book.
11. Presentation by Office of Dean of Students (registrar and admissions, counseling, student aids and placement, student activities and bookstore).
12. Harper College "climate and philosophy for faculty involvement." Documents presented: "Faculty Participation in Academic Governance," published by the American Association for Higher Education. "Statement on Government of Colleges and Universities," a reprint from the Winter 1966 edition of the American Association of University Professors Bulletin.
Presentation by college president, panel discussion (one Board member, one administrator and one faculty member) plus questions from the floor.

13. **GOVERNING BOARDS IN AMERICAN HIGHER EDUCATION.** A full day session featuring Dr. J. L. Zwingle, a nationally-known authority on college governance. The program featured a formal presentation by Dr. Zwingle in the morning, with small group discussions and conferences with the speaker in the afternoon. Dr. Zwingle's full text is reproduced elsewhere in this book.
14. Discussion of course outline organization, area faculty meetings, and individual faculty preparations.
15. Presentation covering the role of the computer in the comprehensive community college, including a panel discussion by four staff members.
16. Discussion of the college "Procedural Handbook" and a review of the "ground rules" to be followed at the temporary campus.
17. Discussion of faculty committees, committee membership and details on North Central Association accreditation.
18. Presentation and demonstration by library staff; books available, audio-visual materials, use of library, procedures and regulations.
19. Presentation by the Minnesota Mining & Manufacturing Co. of a new overhead projector for classroom use.
20. Field trip to the Ampex Corporation for a demonstration of their new video tape systems, with applications for use as a teaching device.
21. **INNOVATION AND EXPERIMENTATION IN THE JUNIOR COLLEGE.** A full day session featuring Dr. B. Lamar Johnson of the University of California, Los Angeles. The program featured a formal presentation by Dr. Johnson in the morning, with small group discussions and conferences with the speaker in the afternoon. Dr. Johnson's full text is reproduced elsewhere in this book.
22. Presentation by Office of Dean of Students on registration procedures.
23. Questionnaire surveys--faculty attitude survey of community college taken at beginning and then re-taken at close of orientation.
24. Final briefing of faculty--discussion of plans for the formation of faculty committees, announcements about class rosters and grade books, and final questions and answers.
25. Faculty evaluation of orientation program... questionnaire.
26. Faculty dinner sponsored by Board of Trustees.

Leland L. Medsker, Ph.D.

Professor of Education

University of California, Berkeley



In addition to his post as professor of education, Dr. Medsker is Director, Center for Research and Development in Higher Education, headquartered in Berkeley. His experience in the field of education is extensive, including eight years as assistant director, Bureau of Occupational Research and Guidance, Chicago Public Schools.

From 1946 to 1950, Dr. Medsker was director of Wright Junior College, Chicago and from 1950 to 1956 was director, East Contra Costa Junior College (now Diablo Valley College). In 1956, he joined the faculty of the University of California and four years later was made professor of education. He earned his bachelor's degree at Northwest Missouri State College, his M. B. A. degree from Northwestern University and his doctorate from Stanford University.

Dr. Medsker is widely published and has been active in professional organizations for many years, serving at one time as president of the American Association of Junior Colleges.

President Kennedy

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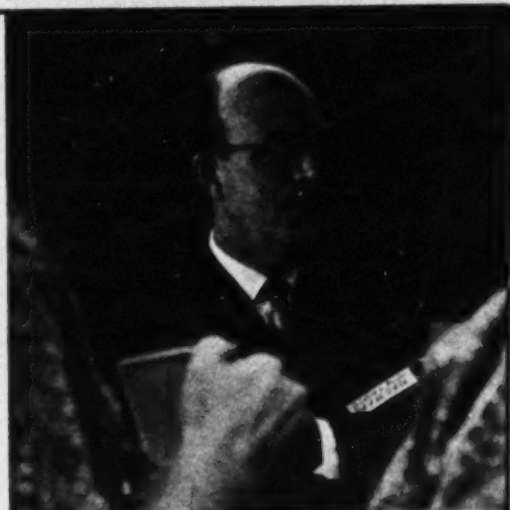
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Leland L. Medsker, Ph.D.
Professor of Education
University of California, Berkeley



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THE COMPREHENSIVE COMMUNITY COLLEGE --

ITS MISSION AND PROGRAM

Leland L. Medsker

Like the mini-skirt of our times, everyone talks about the comprehensive community college but no one knows quite how to define it! (They are both similar, by the way, in that we still do not know what the dimensions of either one will eventually be.) All of this is true despite the great deal that has been written about the community college. As with most terms, the comprehensive community college is subject to various interpretations and, in fact, sometimes to gross over-generalizations. The American public today has at least a vague notion of what a community college is although even that term alone is variously interpreted. Modify the term by using the word "comprehensive" and the average person is even more indefinite in his perception of it. Nor is the confusion in meaning limited to the lay public, for people in higher education--indeed, individuals involved in the junior college field--are often not agreed on what a comprehensive community college is or should be.

Although we shall deal with the concept more specifically later it seems expedient for us to agree on some working definition of it at the outset. Let us assume that for this group no definition of the term community college is necessary and that our problem is merely that of agreeing on what we mean by "comprehensive." Let us assume further that the latter term simply denotes a two year college with both a broad purpose and a program sufficient in scope to enable it to fulfill its purpose. There should be nothing mysterious about the term--it simply connotes breadth as opposed to singleness of purpose and program. We shall be more specific presently.

In our consideration of the topic we shall first examine the need for a comprehensive community college in today's society and how it is that this type of institution appears to be responding to that need. After this we shall turn to the implications which the situation suggests for: 1) the ideal characteristics of the community college in general, and 2) the educational program of the community college. Finally, we shall pass to the resulting significance of the problem for those who have the privilege of serving on a community college staff.

The Community College in Today's Society

It is difficult to assess the role of any social organization without first considering the nature of the society in which the organization operates. Naturally, time does not permit a thorough analysis of the social changes taking place before our very eyes nor am I competent to make such an analysis. Since members of this group are all well aware of the kind of society in which we live perhaps it is sufficient for us merely to bring to our attention a few salient characteristics of the times.

A year ago this summer an organization known as Designing Education for the Future: An Eight State Project, which operates with funds from the Elementary and Secondary School Act of 1965 and which is based in Denver, sponsored the first of several major conferences. The theme of this first conference was "Prospective Changes in Society by 1980," and the report is published under the same title. Some idea of the forces considered significant can be obtained by merely noting the titles of a few of sixteen exciting papers presented: Natural Resources Trends and Their Implications, Population Trends, Prospective Economic Developments, Urban and Metropolitan Development, Communications, Transportations, Information Systems, The Future of the Humanities, and Human Responsibility in the Emerging Society. In a sense the various authors tell of a new age almost around the corner. Already the changes are affecting the number of people to be educated, the types of work people perform and their preparation for work, the amount of leisure time available to most people, the problems of the individual in an urban society, and the attitudes of people toward social problems, to name only a few aspects of the impact of change. Even within the last two years young people, especially those in college, have tended to challenge many of the mores and values of yesterday. And of course unfortunate events of the last few weeks in many American cities have shaken us violently into realizing that on many fronts there is no longer a status quo in society.

It would be an oversimplification to say that the community colleges, as well as the programs offered by similar institutions, are the result of social forces which have created and shaped these institutions. This is true of any organization. It seems clear, however, that certain forces have played an important role in bringing about the phenomenal rise in midlevel institutions in the United

States. Such factors as the shift from a rural to an urban society, the rapid scientific and technological developments, the trend toward an egalitarian society, the increasing complexity of social and political issues at home and abroad, and the changing nature of the nation's population have all combined to force an examination of the educational system beyond the high school.

Such factors have led not only to the necessity for more education for more people, but also to a belief on the part of an increasing proportion of the people that various types of post high school education are a necessity for them and their children. This in turn has resulted in a demand for a broader base for higher education and for easier access to it. Much of what is included as part of higher education today would have been excluded a decade or so ago. Further, there is a growing belief that educational opportunity beyond the high school must be equalized. Thus it is that institutions with multiple purposes and programs have been established in many communities to offer service to young high school graduates as well as their elders at a cost they can all afford.

The idea of the junior college is traced to the latter half of the last century when certain university presidents advocated that the freshman and sophomore years should be turned over to the secondary schools and that the university should begin its work with the junior year. However, it was not until after 1900 that the public schools began to assume any such obligation. The movement in this direction grew slowly at the outset. The first comprehensive study of the junior college made by Koos¹ in 1925 reported that between 1900 and 1921 junior colleges grew in number from eight to almost 200, with an enrollment of some 16,000 students. By 1950 the number of institutions had increased to almost 650 and the total enrollment to nearly 466,000. Fifteen years later--in 1966-- there were, according to

the 1967 Directory of the American Association of Junior Colleges, 837 junior colleges in the country with a total enrollment of 1,464,099 students. Of these institutions 272 were private and 565 public. The public institutions enroll nearly 90 percent of the full time students and since they tend to be comprehensive in nature, as well as closely integrated with their communities, they are the primary concern of this discussion.

Today one out of every four students entering college does so in a junior college, most of them in what would be classified as a community college. The dynamic nature of the movement is shown by recent developments. Fifty-two new community colleges first admitted students in 1966. Enrollments in community colleges reported in 1966 were materially greater in many states than they were in 1965. Many states, which until only a short time ago had no community colleges, are now moving ahead with a plan for them. These include, Ohio, Pennsylvania, Hawaii, New Jersey, Louisiana, and Alabama. States that have had such colleges in limited number are now greatly expanding and strengthening them. Among these states are Illinois, Michigan, Kansas, Missouri, New York, North Carolina, Iowa, Oregon, Arizona, Florida, Texas, and California. The growth and importance of community colleges in urban areas is spectacular. Among the cities in which a network of community colleges has been or soon will be established are Los Angeles, New York, Miami, Chicago, Cleveland, St. Louis, Philadelphia, and Detroit.

The Functions of the Community College

The functions normally assigned to the community college are many and varied. In the first place, it presumably serves as a democratizing agent by making education available to all high school graduates as well as to older youth and

adults who can profit from its services. This is accomplished largely because it is located close to the homes of its students, it usually charges either a minimum tuition or none at all, and it normally accepts all high school graduates or older individuals regardless of their ability level or interest pattern. In the second place, it offers a multiplicity of programs so that students can either be prepared for an occupation or to transfer and pursue their baccalaureate degree in a four-year institution. Likewise, it presumes to offer many opportunities to adults and to perform a variety of community services. In the third place, much has been said about the community college as an institution committed to student development, particularly by means of a good program of student personnel services including counseling and guidance. Finally, as an overriding characteristic, the community college is presumed to have developed an identity--in some ways unique--as an "in between" institution with the secondary school on the one side and both the world of work and the four-year college on the other.

How well the community college discharges all these responsibilities is a subject of some concern since various studies have shown an unevenness among institutions in this regard. Many are truly comprehensive, whereas others tend to limit their efforts to the transfer function. There is, however, increasing concern among the community colleges themselves and the state agencies responsible for them about how they may improve their multiple services. Thus it is expected that the future will bring a better matching of what is expected of the community college and what it actually does.

The Democratizing Impact of the Community College

A significant aspect of the community college is the extent to which it democratizes post high school education. Many studies have demonstrated that when a community college exists in a community, a much larger proportion of the high school graduates continue their education than would otherwise be the case. A few years ago we at our Center at Berkeley examined the college going patterns in a number of communities, most of which were in the Mid-west. In some of these communities there were non selective state colleges, in others there were freshman-sophomore university extension centers such as found in Wisconsin and Indiana, in one community there were several post high school public institutions, in others there were community colleges, and in some there were no post high school institutions of any kind.

In general, the findings were that in the communities with public junior colleges a higher percentage of high school graduates continued their education than in the communities with other types of public institutions.

The impact of the various college-types was next examined in terms of relative effect upon graduates of different ability groups. Again, the junior college communities sent more graduates on to college in every ability quintile, except the lowest, in which the multiple-colleges and junior college communities were equal. In the highest ability quintile, state college and junior college communities were alike in sending more graduates to college, and the state college communities sent more women to college than did the junior college communities. In the lowest ability quintile, however, the overall drawing power of the junior colleges was nearly twice that of the state colleges.

When fathers' occupational level was considered, it was found that type of local college had least effect upon graduates from the upper socioeconomic level, and greatest effect upon those from the low level. For all students from that level, junior colleges and the multiple opportunities of the metropolitan community were about equal in effect; both were far more effective than any of the other college-types. For men in the low occupational level, differences were even more pronounced, with junior colleges having the greatest influence on the percentage of men attending college. As would be expected, the percentage of graduates with high ability but of low socioeconomic level going to college was highest in the junior college communities.

When ability and socioeconomic variables were analyzed in combination, it was found that 74 percent or more of the high-ability, high-socioeconomic group went on to college regardless of type of local college, or absence thereof, with the average for all communities being 82 percent. As would be expected, the percentage of graduates with high ability but of low socioeconomic level going to college was highest in the junior college communities. In the no-college communities only slightly more than a fifth of high-ability, low-socioeconomic high school graduates attended college.

Characteristics of Community College Students

The very fact that the community college democratizes higher education gives it certain characteristics that have far reaching implications for its program. The most important of these is the nature of the student body it attracts. It thus seems important that we consider for a few minutes what appear to be some generalizations about community college students. In a paper prepared two years ago for the National Committee for Appraisal and Development of Junior College Stu-

dent Personnel Programs, I categorized student characteristics into two groups:

1) those that are unchanging, and 2) those that are modifiable. Let me first comment briefly about some of the characteristics that are fixed.

Unchanging Characteristics

In the past men have tended to outnumber women two to one, although there is some evidence that an increasing number of women are going from high school to community colleges. The students are young. In a study of some 22,000 students in the entering class of 1961 in 57 randomly selected community colleges we found that 20 percent was age 17 or below, 57 percent was 18 years old, 11 percent was 19, and 6.6 percent between 20 and 22. Less than two percent was over 30. The men were older than the women except in the over 30 group. Community college students tend to come from homes in which the educational attainment of the parents resembles the general population. In several studies we found that more than half the fathers had at least a high school education and nearly 30 percent had some college. At the other extreme about one-fifth of the parents were reported to have had no more than a grade school education. Likewise, the occupations of the fathers of community college students tend to represent a cross section of the general population with many falling in the crafts and unskilled classifications. The amount of reading and other cultural activities reported by the majority of community college students tends to be minimal.

Much has been written about the ability level of community college students. We know that any curve in which entering community college students are compared with entering college students in general, will be skewed to the left for the community college group and that the range is from the very low to the very high. In

our study of the 22,000 entering students in 1961 we found that 31 percent fell in the lowest three stanines of ability levels, or what we call the low group. Nearly 59 percent fell in the middle three stanines and 14 percent in the top three or up group. We know that the overlap in ability between community college students and those in other institutions is great.

When community college students are queried about why they enroll, they almost invariably give low cost, closeness to home, and opportunity for employment as their reasons for attending. Seldom do they mention the college's reputation, the climate or atmosphere of the institution, or, with the exception of vocational offerings, other factors associated with the program.

Modifiable Characteristics

The so called modifiable characteristics include such factors as educational planning, financial resources, values, and orientations. The educational plans of a majority of community college students are considerably changed once they are enrolled. Regardless of the native ability and past achievement the great bulk of them plan to transfer to a four-year institution. Our studies have revealed, however, that although more than 70 percent hope to transfer less than one-third actually follow through with this intention. Over half of the students in the lowest ability quartile aspired to the transfer program, and the percentage increased as ability increased.

Only 43 percent of the community college students indicated that college was highly important to them while in high school, this in contrast to 74 percent of the students who entered a public university. Further, students who enrolled in the community college reported less discussion about college attendance with parents than those who entered other types of institutions.

This same tendency to procrastinate about college going is reflected in occupational choice by community college students. About 20 percent expressed no occupational choice in two different studies, although high ability students were more likely to make an early choice than low ability students. Nonetheless, over one-third of the transfer students change goals at least once while in the community college and less than one-half were "very certain" about their choice in their spring semester after transfer.

Occupational choice reflects the need of the community college student for a stable and secure future. A number of studies attest to this by showing that large numbers of men were attracted to business administration and engineering programs and women tended to select teaching. In one study 80 percent of the junior college students showed a preference for jobs classified as semi-professional or higher, and there was more likelihood that they would select liberal arts or science major than their classmates in the four-year colleges. In another study 50 percent of the lower ability students aspired to the semi-professional jobs or higher, 20 percent to "white collar" jobs, and only seven percent to "skilled" occupations.

Another "modifiable" characteristic of the community college student has to do with financial resources for education. Although there are many plans available to assist the student to achieve his highest educational level, we know that more than half of them work at least part-time while attending the community college and about one-fourth work at least 20 hours per week. This work load had direct bearing upon the persistence of students through the community college and into four-year institutions. It also has special significance regarding the quality of their performance in college and their participation in various phases of college

life. A great number of students report that their work is not related to their major field of interest. A high percentage also advise against working while carrying a full-time load, but two-thirds of the transfer students continue to earn some of their college expenses and nearly 30 percent claim that they receive no help from their parents.

Despite this apparent wealth of data we know too little about the interests, values, and other personality characteristics of students in community colleges. It would seem that they are seeking their interests and capabilities, and an entree into the adult world, through the offerings of the community college. I have already mentioned their late decision for college going, and this is related to financial factors as well as the minimal encouragement they seem to receive from parents and teachers.

As to personal characteristics, one study showed a lower "social maturity" for community college students in comparison to university peers. Generally speaking, the two-year college student presented a picture which differed considerably from the university student. The syndrome can be described best by the term "academic concern." Not only are community college students tardy in thinking about college, they are less intellectually oriented. As a group, they are also more conventional, less independent, and more authoritarian on autonomy scales, and the women students scored lower on scales of Intellectual Disposition, Thinking Introversion, Theoretical Orientation, Estheticism, and Complexity.

Persistence

Still another characteristic of community college students is the fact that many of them do not persist in college. Generally speaking the sophomore year

enrollment tends to be about half that of the freshman. Again, in our study of the 22,000 students we found that nearly 14 percent withdrew or dropped out after the first term, another 22 percent after the second term, and 30 percent after the third term. These figures do not take into consideration the number who may have transferred to another institution.

Implications for the Community College

There is an endless number of implications which these facts have for the community college, aside from those pertaining to student personnel which are to be discussed later by Dr. Max Raines. For purposes of general discussion today the remaining implications are grouped in two categories.

The General Nature and Function of the Community College

It is noteworthy that many national commissions have advocated the extension of educational opportunity through the community college. The Commission on National Goals said in 1960 that states should expect community colleges to take care of perhaps 50 percent of students entering college for the first time. In 1964 the Educational Policies Commission stated that "... the nation's goal of universal educational opportunity must be expanded to include at least two further years of education, open to any high school graduate, and designed to move each student toward intellectual freedom."²

At an address to the Association for Higher Education in 1963, Alvin Eurich, then the Vice President for the Fund for the Advancement of Education, asked his audience to assume that they were living in the year 2000 A.D., and from that vantage point to view the development of higher education in the U.S. during the last 37 years of the twentieth century. The following prophetic vision, among others that Dr. Eurich made, are relative to this topic:

"During the second half of the twentieth century we made higher education universal through the junior college. In the process we reconstructed our educational system.

"During the quarter century following World War II, teachers colleges disappeared completely from the American scene. Their place has been taken by multipurpose institutions which, together with the strong liberal arts colleges and the universities, have discontinued the first two years, since these now come almost wholly within the province of the junior colleges. The transition took place with surprising smoothness... These new institutions now admit qualified graduates from the junior colleges and offer three year-programs culminating in the master's degree." ³

Obviously, if Dr. Eurich's dream should be only partially correct, it has grave implications for the community college. Undoubtedly, American higher education does face reorganization. Already, many four-year colleges and universities are becoming selective and at the same time are deliberately reducing the proportion of lower division students to those in upper division and graduate status. Under these circumstances the need for an open-door, mid-level institution to perform the distributive function grows greater.

As implied earlier, however, the future potential of the community college does not rest alone on the conventional pattern of higher education. By 1980 most individuals will feel the necessity for continuous education on either a formal or informal basis. This will be so, both because of the amount of leisure time at their disposal and the complexity of the world about them. Obviously, they will not be able to turn to institutions far from their homes and, even if there are con-

ventional colleges within reach, it does not follow that with their concentration on degree programs these colleges could perform all the services desired by the general public. Thus, in the final analysis there will be some type of community-centered educational agency with sufficient flexibility to enable it to organize programs of an unconventional character.

Conditions will be such as to mandate community centers which will provide constructive activities for postadolescents: for attention to the recreational and cultural problems of adults, including the development of new, non-vocational interests; for the reorientation of people of all ages in intercultural relations; and for anticipating the shifts in manpower needs and their implications for workers at all levels. When societal needs become sufficiently acute, forces tend to converge to bring into being a mechanism for meeting these needs. The problems here identified are so real that they almost inevitably point the way to a community centered institution as a focal point for service to and for redirection of an untold number of individuals.

In all of its formal and informal activities the community college will need to broaden its horizons. First, it will realize that technology and innovation have a place in its own operation and that the process of education can be improved by the use of modern methods and by scientific experimentation with its own educational processes. Second, in broadening the base for post high school education, it will do well to keep in mind a recent statement by Frank Bowles, director of the educational program for the Ford Foundation.

"This impressionistic description of our educational evolution over the next few years makes a point that is not always clear. Democratization of education is not just the provision of more of the same. It

is the process of increasing the capacity of an educational system by adding opportunities for study, to accommodate students who have heretofore been unable to find programs to suit their needs. It is not just educational improvement. It is social change. It has gone on in American education for a long time and given us reason to be proud of tolerance of innovation and freedom of opportunity."⁶

Finally, the community colleges, like all educational institutions, must realize that in serving older youth and adults in the years ahead something more is needed than helping people to gain academic or vocational competence or assisting them in a worthy use of their leisure time. There is a danger that the technology that will surround them may also consume them unless they can develop attitudes which enables them to rely heavily on the intrinsic values of human existence. Thus in addition to preparing people for making a living, the college--more than ever before--will need to be concerned with preparing people to gain perspective on man's continuous process of development.

The Educational Program

It is hardly necessary to say that a community college must have a broad curriculum if it is to serve the diversity of students who enroll in it. Here we need to consider several aspects of the problem. First is the inevitable transfer program. The community college is likely to assume an ever increasing responsibility for lower division work. Its record to date in this regard is good and there is no reason to believe that it cannot continue to prepare students well for advanced work in another institution. The problems of articulation with the other colleges will increase and adequate formal as well as informal devices for planning and

communication with other segments will be necessary. The transfer program is perhaps the easiest of all to plan but in many ways it is somewhat deceptive. It requires a great deal of intensive work with the four year institutions. Many students who are likely to transfer tend to differ from the native students in the four year colleges who will become their peers after transfer. In fact, they may be less academically and intellectually oriented and perhaps less able than those in the very group with whom they must later compete. More of them may go into applied fields such as teaching, engineering, and business than will go into scientific and cultural pursuits. Yet they are a very important group of students, many of whom would never pursue a baccalaureate degree if they couldn't begin in a community college. Thus, they must be taught and nurtured in a way that they can develop to the maximum their talents and attitudes at the same time as they must be prepared to compete with the native students in the four year colleges of their choice.

The second obvious facet of the program is that which provides for occupational training. It is assumed that despite the advance of technology, it will still be necessary to prepare people at levels lower than the professional for positions in at least the clerical, sales, technical, and service fields. Further, it is assumed that most of the pre-employment training will, in the future, be given at the post-high school level. This will place an exceedingly heavy burden on those who plan educational programs in a period when cybernation is likely to be accelerated, lest young people be prepared for jobs that do not exist. In this connection there will also be the responsibility for determining the need for various levels of training. It is assumed that there will continue to be a demand for well prepared high level technicians, but it must still be recognized that many young people will not have the ability to pursue the onerous programs leading to such positions. This problem is

acute now but it will become increasingly so. Thus community colleges and other institutions will have to contrive programs which build on students' general interests and native abilities and strive to make them employable in a general way without attempting to develop a skill that itself is not marketable. It may well be realized eventually that for many types of lower level positions, the development of a personally effective individual with breadth of view and good communication skills is the most important aspect of vocational education. Even at higher levels of vocational training it is probable that the emphasis will turn increasingly to general education.

With the years ahead will come an even greater responsibility for vocational upgrading and retraining, much of which will be borne by community colleges and similar institutions. They will be the likely agencies for this service because even displaced workers can remain in their home community while re-preparing themselves for another line of work. It is probable that retraining and upgrading will be needed in all fields, including what is often referred to a middle level managerial jobs.

Any discussion of this type would be incomplete without reference to remedial work. Innumerable students enter the community college without sufficient learning skills in communication including reading and writing as well as in numerous other fields. How to upgrade these skills and thereby salvage the students is almost the number one problem before the community college. Many devices are employed and many questions are raised about the viability of each. Even more frustrating is the continuous question of whether remedial work is a legitimate function of the community college. Let us conclude, however, that if the community college feels that it cannot or should not deal with the problem, a

major error has been made in the effort to extend post high school education.

More than this--society is the loser if this function is neglected.

Significance to Staff

I should like to conclude these rambling remarks by thinking with you about their possible significance to the staff, and by staff I mean the teaching faculty, the student personnel workers, and the administrators. In a lesser but nevertheless important way I believe there are also implications for the non-academic staff members since they constitute a significant element of the official family and do much toward building the environment of an institution.

It may be of interest if I report a few facts pertaining to the characteristics of the academic staff in the 57 community colleges in our nationwide study. Of the 4,100 staff members of whom we have data in these institutions:

1. Many were newly employed in their college. Nearly half had been there 1-3 years. Another 18 percent fell into the 4-6 year category. However, 15 percent had been in the institution 13 years or longer.
2. The majority were teaching faculty. Sixty-eight percent were full-time teachers only. Eight percent were full-time administrators. Nearly three percent were full-time counselors. The others occupied split jobs such as part-time teacher and part-time counselor or administrator, etc.
3. The median age was 40.6 years. However, 18 percent were under 30 and over 22 percent were over 50.
4. They had various work backgrounds. Twenty-eight percent indicated they had taught in elementary school. Over half had taught in high school (14 percent for nine or more years). About a third had taught in a four-year institution.

5. The staff had been recruited from a variety of sources. A third came into their present position directly from a public school system. Nearly 22 percent came directly from graduate school. Eleven percent came from a four-year college, five percent from another junior college, and 10 percent from business or industry.

6. Over a fourth had once been a student in a junior college.

7. The highest degree held tended to be the Masters. Slightly more than eight percent held a doctorate, 77.5 percent held a masters or 10.5 held only a bachelors, and the remainder less than a bachelors.

The above data are perhaps relevant to our topic in that they depict the great diversity among community college staffs and the possible problem of congruity between the background of the staff and the purposes and philosophy of the community college. We surveyed the opinions and attitudes of the 4,100 staff members regarding practically all the facets of the community college. And while there was high agreement on various points there were many staff members who seemed not to accept as valid certain of the functions which are generally assigned to the community college.

It is well recognized that what an institution is depends largely upon the attitudes and values of the staff. Very little can be accomplished by decree. Thus when a person accepts a position in a community college he needs to ask himself whether his own philosophy is in tune with the institution and why it is or is not. If it is not, he should probably not have accepted the position in the first place but having done so he has certain alternatives. He can strive to change the institution. For example, he can with others downgrade such functions as remedial work and

vocational education. He can employ grading standards that are applicable only to selective institutions. He can underplay the role of counseling and guidance. But if his efforts and those of his colleagues are in any way successful, they will not only lead to disillusionment and dissatisfaction on the part of the community but in the long run to the establishment of a competing institution. The other alternative is to consider what the society really seems to be asking of the community college and of how the college can best respond. So many possibilities exist for the community college to improve its program and to be unique. This can be accomplished only by the entire staff. And of course the potential for this is all the more real in a new institution. Here the ground is yet unbroken and collectively the staff can ask itself how it can become a shining example of a real community college serving all those in the community who look to it for assistance.

END

¹ Lenard V. Koos, The Junior College Movement (Ginn and Co.: Boston, New York, 1925)

² The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators. Universal Opportunity for Education Beyond the High School (Washington, D. C.: National Education Association of the United States, 1964).

³ Alvin C. Eurich, "A Twenty-first Century Look at Higher Education, " 1963 Current Issues in Higher Education: Critical Decisions in Higher Education. The Proceedings of the Eighteenth Annual National Conference on Higher Education, Washington, D. C.: (March, 1963). Association for Higher Education, a Department of the National Education Association.

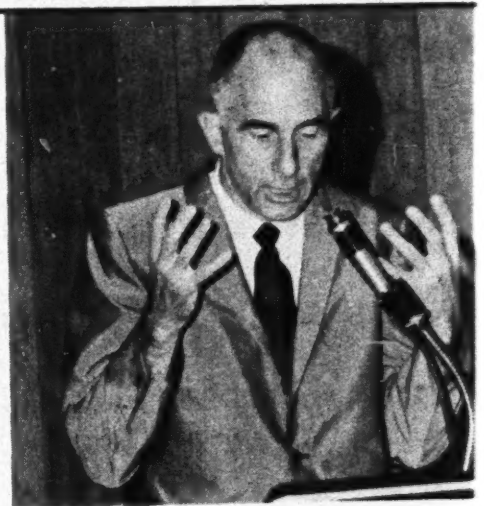
⁶ Frank Bowles, Address at Conference on Higher Education (Association for Higher Education, March, 1966).

Max R. Raines, Ph.D.

**Associate Professor of Administration
and Higher Education**

Michigan State University

East Lansing, Michigan



Dr. Raines has held his present position since 1965. Prior to that he was dean of students at Flint Junior College, Flint, Michigan for nine years. His experience in counseling is extensive, having been head counselor of men's resident at Indiana University for three years and director of counseling for five years at the Appalachian State Teacher's College in North Carolina.

He received his bachelor's degree from DePauw University and his M.S. degree from Indiana University. His doctorate was completed at Michigan State University in 1952.

THE IMPORTANCE AND ROLE OF THE
STUDENT PERSONNEL PROGRAM IN THE
COMPREHENSIVE COMMUNITY COLLEGE

Max R. Raines

I am most pleased to have a part in your launching exercises for Harper College. In a few days you will be off on your shakedown cruise--an exciting experience. As an old salt I would remind you to sharpen your sense of humor for it will sustain you when you encounter some of the rougher seas. By the end of nine months most of you will have your sea legs and will look forward to the annual voyage that commences each fall.

Today I want to share with you some of my ideas on: (1) the emerging significance of community colleges in our society, (2) the importance of the quest for institutional identity, (3) the significance of student personnel work in helping the community college fulfill its mission.

I. The Significance of Community Colleges

Perhaps you have read the 1966 report of the National Commission on Technology, Automation and Economic Progress which is called Technology and the American Economy. It is a most useful document prepared by a distinguished group

of Americans appointed by President Johnson and representing many segments of our society. In the introduction, chairman Howard Bowen writes as follows:

"Future historians will probably describe our time as an age of conscious social change. The change we are witnessing includes the rapid growth of population, the massive flow of peoples from rural areas to the cities, the steady growth of national wealth and income, the rise of oppressed and submerged peoples, the spread of mass education, the extension of leisure, the venture into space, and the frightening increase in the destructiveness of military weapons. Change is world-wide in scope. Not all nations or regions are participating to the same degree or have reached the same stage, but almost no part of the world has been left untouched. It is easy to oversimplify the course of history; yet if there is one predominant factor underlying current social change, it is surely the advancement of technology."

There are those who have grave misgivings about our "love affair" with the new technologies. The noted historian Louis Mumford holds the pessimistic view that we are likely to become the slaves rather than the masters of our new technology. He is convinced that uncritically, we view almost all of the spectacular achievements of our new technology as progress. While he concedes quantitative progress, he doubts qualitative progress. In a paper to the 1964 convention of the Conference on Higher Education he said:

"...many have now come to regard automation as the climax stage of human culture. For the sake of achieving this climax, our leaders are eagerly turning over to our great mechanical

collectives-industrial, financial, military, and not least, educational--the remaining functions of life, wiping out with no sense of colossal loss, all natural richness and diversity, all ecological complexity, all independent human selectivity and purposefulness, though these are the basic conditions of human creativity in every department--not least, of course, in science and technology."

I'm sure we all agree that it is highly desirable that men such as Mumford sound a note of caution. We must be extremely cautious in developing highly efficient means of producing undesirable ends. If one examines how mass culture currently spends its leisure time, he might realistically question the value of doubling or tripling the amount of leisure time.

Chairman Bowen of the National Commission appears to acknowledge the importance of human values when he writes:

"Technology is not a vessel into which people are to be poured and to which they must be molded. It is something to be adapted to the needs of man and to the furtherance of human ends, including the enrichment of personality and environment...."

"...If we are to clean up our environment, enhance human personality, enrich leisure time, make work humanly creative, and restore our natural resources, we shall need inventiveness in the democratic decision making process, as well as in the needed technologies..."

I'm sure you all recognize the significance of this statement for the development of a sound program of general education at the community college. (I would suggest that you visit Macomb Community College which is making great

strides in the development of a program of general education geared to junior college students having abilities in the middle ranges.)

The growing faith of the leaders in our society about the contributions of community colleges is expressed in the recommendations of the commission.

"A nationwide system of free public education through two years beyond high school (grade 14) should be established. The key institutions would be area technical schools and community colleges. The public vocational-technical schools would provide training in trade, technical, and business occupations at the skilled worker level. The community colleges would provide liberal education as well as technical and semi-professional training. The two types of schools might in many instances be merged into a community education center offering both the theoretical foundation of trade, technical, and business occupations and the opportunity to "learn-by-doing" while pursuing liberal education or semi-professional training. The two types of schools might in many instances be merged into a community education center offering both the theoretical foundation of trade, technical, and business occupations and the opportunity to "learn-by-doing" while pursuing liberal education or semi-professional training. Most of the students in both types of institutions would be high school graduates, though provision could also be made for former high school dropouts, college transfers, and adults. Remedial courses could be provided for those whose earlier preparation had been inadequate and for continuing education for adults with adequate educational foundations."

I was delighted to hear the term Community Education Center used by the Commission. For some time, we have recognized that our problem in interpreting the broader mission of a community college has stemmed from the use of the word "college." Unfortunately, when one tampers with the historical meaning of a word (especially one as venerable as "college") he gets into considerable difficulty. One might be tempted to toss out the word "college" altogether but fortunately or unfortunately the term is a persistent status symbol in our society. Consequently, an open society which prides itself on "equality of opportunity" and "social mobility" is hard pressed to deny its citizens access to such an overt symbol of status. I well remember, as a dean of students in a community college. I frequently encountered former students who were working as store clerks. Sometimes they recognized me and would exclaim: "Say, you're over at the college, aren't you. I went to J. C." In my response, I soon learned not to ask the embarrassing question, "When did you graduate," or, "how long were you there?"

Now this troubles some people. It bothers them that "dropouts" persist in claiming an identity with the college. These people hope to retain college as a symbol of social acceptability and respectability. I'm reminded of the days when high school teachers who, when irritated, by a student's lethargic approach to his studies, would say, "If you don't get on the stick, you won't get into college." Later when the student wound up in the local junior college, this teacher altered the admonition. "If you don't shape up, you're going to wind up in the junior college."

Since most of you are new to the community college, I want to take a few minutes to highlight some of the characteristics of the climate in which you are operating. For one thing, we are public--an institution that is of the public, by the public, and for the public.

As a staff member of a community college, if you are bothered by the crowds on a public beach on a hot Labor Day; if you avoid supermarkets in favor of a more selective delicatessen; if you pay a stiff fee to play golf on a private course, it may be that you are going to have some adjustments to make in your association with a public community college. You are likely to be among those who remark publically or privately, "Why don't we cut out this nonsense about 'open door' and act like a real college?"

It is always difficult for a new institution to become accepted and gain status in a culture. I'm sure many of you can recall the struggle of the Air Force to gain full partnership in the armed forces.

It is vital for an institution to establish its own identity just as it is for human personality to find its own identity. We hear a great deal about the identity crisis in this "Hippie Generation." As they say in Hippie-Land, "Hey, man, you've got to do your own thing." While we are dismayed by the extremes to which they carry this idea, we do recognize the importance identity and I want to share with you a brief review of the evolution of the community college as it has developed in our society.

II. The Quest for Institutional Identity

The gestation period for the junior college occurred during the latter part of the nineteenth century with the actual birth taking place around the turn of the century. (I am sure you are aware of the highly significant role played by William Rainey Harper in the development of junior colleges. It is indeed proper that his role should be honored having this institution named in his honor.)

Realizing that all infants have parents, it occurred to me that the prestigious university was actually the institutional father of the public junior college. This fatherhood was most apparent in such institutions as Chicago, the University of Michigan and the University of California. The desire to sire an offspring stemmed

from an awareness that an aspiring son might take over a segment of the enterprise for which the university has held little enthusiasm--namely educating freshmen and sophomores. (In our caricature we shall refer to the university as Father U.)

Casting about for a potential mother, Father U. found one who was already pregnant. He observed that the Secondary School was beginning to establish post-graduate programs of a transfer nature. Subsequently, Father U. approached the secondary school whom we shall call Mother S. and said, "If you will cooperate with me we will give your child a respected name. We'll call him college. As a matter of fact we'll even call him junior. We do insist, however, that you consult with us on all important matters regarding junior's growth and development."

Mother S. was extremely pleased (and relieved). She set up a nursery in the wing of her house. At all times she reminded junior of his indebtedness to Father U. and also hoped that junior would appreciate the sacrifices she was making on his behalf.

Junior grew rapidly and Mother S. soon recognized that if she were to keep junior out from under her feet she would either have to enlarge the nursery or find him a play house of his own. Once junior had a playhouse of his own he quit playing school and began playing like he was a university. It was a most delightful fantasy but understandable since junior was reminded frequently to be as much like father as possible.

As junior moved into early adolescence after the first big world war he began to grow restless. Members of the industrial community began to talk to him about their needs for their expanding enterprises which were thriving in the roaring 20's. They were particularly concerned about young talented people who went off to the university but seldom returned to the home town to seek employment. Well, this

was heavy business for a young adolescent and he said, "Sure I'll help."

Mother S. was considerably aggravated when she learned of this. For one thing she felt junior encroaching on her work, and it was apparent in some cases that he might be duplicating her efforts. Besides, she reminded junior that he could never really be like his father if he kept "messing in things that didn't concern him."

Alas, a rebelling adolescent has a mind of his own, and he wants an identity of his own. Junior began to make such brash statements as, "I don't see why I can't serve anyone who wants to come to my place."

Somewhat exasperated, Mother S. decided to call Father U.'s attention to the problem. This resulted in a man-to-man talk. Father U. said, "Son, you're going to have to cut out this career school nonsense or you'll never accomplish what I have in mind for you."

Junior asked, "What do you have in mind, Dad?"

Father replied, "Well, son, if you stick with me, before long I might recommend you as a full fledged senior partner in the enterprise. If you stick to your transfer program, and do a good job, one of these days I think I can persuade the board and the state stockholders that you have what it takes to become a four-year college."

Now this was something to contemplate--so much so that it put junior in a conflict with himself. About this time the big depression was sweeping the country and there weren't many job opportunities to fill. After several years of debate another big war broke out and junior found himself with virtually no students at all. I'm sure he must have said, "Gee, I guess Dad was right after all."

But when the Big War (called number two) was over, low and behold junior had more students than he could handle. Suddenly he realized that he was moving out of his adolescence, that people in the community were beginning to depend on him.

Feeling his alliance with supporters in the community, he began to refer to himself as community-junior. This did not mean that he was rejecting his given name or that he was unappreciative of his heritage or responsibility to Father U. or Mother S. It simply meant that the time had come to establish his own identity. He was beginning to glimpse the unique contributions which he might make to society.

Now we all know that finding one's identity is no bed of roses. It is one thing to claim adulthood; it is another to live up to the full measure of adulthood. Certainly a child must forsake his father fixation but not lose his respect for Father. He must also learn to venture out on his own but not lose appreciation for Mother. At the same time he cannot assume that Mother and Father will necessarily endorse everything he does. He has to overcome his sensitivity to criticism; he must develop a tolerance for ambiguity and conflict within his own personality. He must recognize that freedom is not bestowed as an external gift but is a state of mind achieved through responsible action and through responsiveness to the needs of one's fellow man. In adolescence he may bask in the glories of his potentialities but if he wants full fledged adulthood he has to produce.

The community college is most apt to retain its identity in our society and make its maximum contribution by focusing upon the needs of the community which it serves, by making its resources fully accessible to the community who accepts the open invitation. The remaining portion of this paper is devoted to the latter commitment.

III. The Significance of Student Personnel Work

In the preface of our recent report to the Carnegie Corporation regarding the Appraisal and Development of Junior College Student Personnel Programs, the chairman of the National Committee, T. R. McConnell, made some pertinent

observations about the importance of student personnel work as follows:

"Community colleges, therefore, have assumed the enormously difficult task of educating highly diversified student bodies. Medsker's chapter provides some notion of the wide range of students' scholastic ability, motivation, aspiration, and cultural background with which comprehensive community colleges have to cope. It is obvious that these institutions must provide highly differentiated educational programs. It should be equally clear that if students are to choose wisely among many different courses and curricula leading to a great variety of future careers, they must be assisted in identifying their abilities and aptitudes, in assessing their deficiencies and their potentialities, and in rationalizing their aspirations.

"Once the moment of choice presumably was high school graduation. From high school students moved into the occupational arena or went on to four-year institutions, although many of the latter failed to earn their degrees. Now the community college is rapidly becoming the great distributive agency in American education. Here the student can make a fuller and perhaps more accurate inventory of his characteristics; test his aptitudes and interests in the classroom, the laboratory, or in work-study programs. Here he can revise his vocational and educational plans by bringing them more nearly in line with his reasonable expectations. Here he can establish his identity and at least begin to attain the independence that characterizes individuality and adulthood. The Committee on Appraisal and Development of Junior College Student Personnel Programs believes that the student is likely to do these things effectively only

if the college recognizes the process of self-discovery as one of its principal purposes, and if the institution's personnel services are adequate in scope and quality to give the student necessary assistance. "Many of the advantages of community colleges are at the same time their limitations. Local governance may put a heavy hand on freedom of teaching and discussion. As an extension of the community, the junior college may be especially vulnerable to all sorts of pressures, some constructive and some unconstructive. The commendable desire of the community college to serve the economy of its immediate area, for example, to provide trained technicians for local industries, may restrict students' vocational horizons and, while preparing them for immediate employment, fail to educate for the occupational adaptability that a changing technology and economy make essential. Living at home may make it difficult for the student to establish his identity and to attain independence without disruption of family ties. Such problems as these place unusual responsibilities on community colleges and challenge them to provide student personnel services of high quality."

Historically, student personnel work stated its point of view clearly--a point of view that stresses its concern: (1) for individual worth, (2) for individual differences, (3) for the whole person, (4) for opportunities to learn through experience and (5) for exploration and use of non-classroom experiences as an adjunct to the educational process. These five concerns have led to an emphasis upon self-realization or self-actualization of the individual student. Any student personnel worker worth his salt will tell you that these are the ideals and not the accomplishments of student personnel. In fact, with the great increase in the numbers of

students many of us are deeply concerned about the bureaucratic superstructures necessary to maintain student personnel work. Nevertheless with all of their shortcomings student personnel workers have attempted to keep the student and his development at the focal point of the educational process.

I am sure that there were some of you in this audience that feel that the acquisition of knowledge must be the focus of higher education. Obviously, it is not possible for a student to develop without considerable acquisition of knowledge in a complex society such as ours. We could have a lengthy debate on the matter and probably do little more than entrench our own biases. We might more profitably give our attention to ways in which these concepts of education can become operationally compatible.

I would cite to you the experience of Stanford University in achieving a degree of comfortable compatibility with these two concepts. In the 1966 May issue of the College Student Personnel Journal, H. A. Korn, who is assistant director of the Counseling Center at Stanford University, described an experience which involved members of the counseling staff with professors from the Department of History at Stanford. The instructors were considerably frustrated by the difficulties in getting freshmen to respond adequately to a required course in the History of Western Civilization. The design of the course called for considerable emphasis on small group discussions. Students were being graded on their capacity to converse in a group about major events and concepts emerging in the History of Western Civilization. Although the students in these groups had scored well over 600 on the verbal scale of the College Boards, many of them were failing this portion of the course. Some of the students came to the counseling center

to discuss their fears of speaking up in class. Anxiety levels were exceedingly high among these students.

Members of the counseling staff were invited to observe the classes and see if they could diagnose why 25 to 30 percent of the students were not participating. Through a two-year study they learned that non-cognitive factors produced higher correlations with final grades than the college board scores. Discussion of the findings increased the confidence and cooperation between counselors and instructors. A number of ideas were tried, experimentally to seek improvement in the learning situation. Eventually the idea of video-taping was introduced. As instructors, students and counselors observed what had transpired in their discussions, they became enthusiastically involved in discussing the problems and anxieties which the students were encountering. A new level of understanding between professors and students began to emerge. Horn made the following observation:

"It would be ironic if the student personnel staff using the conceptual tools of the behavioral sciences could make a genuine contribution to the affectiveness of the liberal arts curriculum. Spokesmen for the intellectual life have always seen us as anti-intellectual.

They confuse psychological well being with adjustment and to them adjustment means the enthusiastic acceptance of all that is mediocre in society. This anti-psychological bias is widespread. When you confront the faculty with the audio visual evidence of the complexity of intellectual behavior progress can be made in penetrating this stereotype."

Here we can see the potentialities for communication and cooperation between student personnel workers and the instructional staff to produce a more affective climate for learning. I bring this illustration to your attention for two specific reasons. First, it is my understanding that your counselors at Harper College will be assigned to divisions. Hopefully this decentralization of the counseling staff will foster cooperative endeavors between them and the instructional staff members. Secondly, I bring it to your attention because it illustrates two of the major tasks of the student personnel program in fostering student development.

The first of these tasks is to assist the student in identifying and mobilizing his personal resources to make the most effective use of the environmental resources that are available to him. Secondly, it is the task of the student personnel program to examine, evaluate and recommend changes in the college environment which will enhance self-development in the student.

Before these tasks have meaning it is necessary to define what is meant by "personal resources" and by "environmental resources." In speaking of personal resources, I refer not only to those facets of human personality such as mental capacity special aptitudes and interest, drive and motivation, basic temperament, and physical nature but also to the inner ego strengths for coping with life. At times I have found it rather distressing that our psychology courses have tended to concentrate on pathology more than on positive strengths within the human personality. I believe that this tendency is being corrected and hopefully those who are to work with students will become very skilled in recognizing not only basic ego strengths but also the kinds of climital conditions that are most apt to "turn the student on."

By environmental resources of the college I refer to such things as its policies, procedures and regulations; its curriculum and special services; its instructional, administrative and student personnel staff; its physical facilities; and its peer group culture. The recent studies of college climates have made us aware of our responsibility for analyzing and strengthening those elements within the environment that can contribute to student development. In summary then, the well-trained professional student personnel worker will be equally concerned with understanding and activating the personal resources of the individual and with enhancement of environmental resources through careful assessment of conditions in the college that can enhance faster individual development.

Within the social psychological context emerges the tasks of the student personnel worker. The dimension of these tasks seem to me to be seven fold. Briefly they are as follows:

- (1) Orientation of incoming students to the opportunities, expectations, and regulations of the college with emphasis upon the relationship of the opportunities and requirements to the short range and long range plans of the individual student.
- (2) Appraisal of individual potentialities and limitations through a variety of diagnostic devices as well as assessment of previous accomplishments or achievements.
- (3) Consultation with students about their plans, progress and problems as a means of assisting them toward self-discovery and self-actualization.
- (4) Involvement of students in non-classroom activities which can enhance their growth and development as individuals.
- (5) Regulating of student behavior as a means of achieving an optional social and academic climate for development.

(6) Facilitation of the students effort to obtain the necessary resources to attend college, to stay in college and to make further transition to another college or to employment.

(7) Organization which maximizes the articulation of the student personnel program with the instructional program, which fosters professional standards for staff development, which seeks the necessary resources for effective operation, and which continually evaluates the impact of the college upon the student.

In the discussions which follow we will concern ourselves with the processes and procedures by which these tasks are implemented. And so with these comments I urge Harper College to get on with the task of learning "to do its own thing."

END

J. L. Zwingle, Ph.D.

Executive Vice President

**Association of Governing Boards
of Universities and Colleges**

Washington, D. C.



Dr. J. L. Zwingle is the first full time executive of the only association concerned exclusively with lay trusteeship in higher education. Prior to heading this organization, he was for nine years vice president of Cornell University, where he was responsible for long range planning, public relations and development.

Dr. Zwingle is a native of Mississippi, earned his first two degrees from the University of Tennessee and completed his Ph.D. in Comparative Study of Literature at Cornell. Immediately following World War II, Dr. Zwingle was for eight years president of Park College near Kansas City, Missouri. During the war, he was an official of the USO, leaving his post as Director of Operations for the continental U. S. in 1947 to accept the presidency at Park College. Dr. Zwingle has taught and held administrative positions in various colleges and universities, including the University of Tennessee as well as Cornell. He resides with his wife in Chevy Chase, Md. Three daughters are now enrolled in college.

GOVERNING BOARDS IN AMERICAN HIGHER EDUCATION

J. L. Zwingle

In the turbulence of contemporary life, the world of education itself is murky and wind-blown as never before. Let me spare you the typical inventory of disaster which is the index of our times and begin by simply acknowledging the obvious: For educational affairs, the pace has quickened even as it has throughout society; guidelines are obscured; and educators share a good portion of the special confusions which mark the 20th century. As for governing boards, my topic today, nothing in the structure of education is more misunderstood or even troublesome than this topmost element. As this new institution confronts the opportunities of a fresh beginning, it is fitting that you consider the meaning and the means of academic governance. In this respect you are typical of the new interest developing around the question of academic governance. The most dramatic evidence of this turn of mind is found in the changes among Roman Catholic institutions of learning.

For decades, even centuries, boards of trustees (or regents, or governors, or whatever) were somewhat taken for granted. In a relatively early volume on this subject,¹ the board was depicted as would be the directors of a financial or industrial company. The "directors" held the charter, employed the chief executive (who served at the pleasure of the board), held title to the property, invested funds, and ratified such actions of the president as might need legal validation.

Consider for a moment now the procedure for granting diplomas, those certificates of accomplishment, those cherished emblems of degrees of learning. Since the achievements certified by the diploma are accomplished under the guidance of the faculty, it might be thought that the faculty alone could certify the result. The faculty is in command of the subject matter; they have worked with the students. The records have been kept by the faculty, who have recommended the granting of the diploma. But is that the end of the matter? Not at all. The president and the dean convey the recommendation to the board. Only when the legal formality is completed by vote of the board does the diploma become valid. This formality usually requires less than one minute, the whole transaction, although from the standpoint of the student it is the most important business to come before the governing group.

This recitation of procedure might lend support to the notion that board action is but an empty gesture, that the diploma might better be granted by others. Imagine, for example, a negative vote by the board when some list of names is offered, or even a trustee motion to strike even one name from the list.

If then, in a matter so central to the entire enterprise, boards should not intervene, what can be understood about their function? Are they but honorary groups? Are they false fronts? Ceremonial figures?

Let us be careful now to separate fact from theory as we pursue this point.

To stay with our example, it is certainly possible to arrange for degrees to be granted without board action. To do so, however, would require total rearrangement of the institutional authority. Unless a board does represent the ultimate authority for policy (and for executive and other action under authorized policy), the institution becomes open to all manner of changes by chance or by whim. Even the formality of conveying to the board recommendations for granting diplomas adds a dimension of care. By the same token, should the occasion arise for special scrutiny of recommendations for diplomas, the event itself would symtomize a weakness requiring attention by the highest authority.

The first concept of a board of control is then the classical one: that a legally chartered organization requires a centrally responsible group, recognized as representing continuity and accountability under law. In this respect, the board of a college or university does not differ from any other corporate body. The term corporation indicates the existence of directors or trustees as a body, no one trustee or director having special authority or responsibility or liability. Liability under the law is one factor which makes the body of directors especially important. Hence, we observe the British practice of referring to corporations as having limited liability (Ltd. instead of Inc.). To the extent that liability of the individual for acts of the whole corpus is limited, so is the authority or freedom of action or freedom of expression of the individual.

The key to trustee activity is found in the term "policy." In the strict sense, nothing done within the college or university is valid if it cannot be traced to a statement of policy within the character or the bylaws, or in the minutes of the board -- which themselves cannot contravene the charter or by-laws. The

unity or integrity of the college is to be found first in institutional policy; and second in the vigor of institutional activity in pursuit of these goals set forth in policy.

Certain faculty and students may in fact be vitally active in projects about which there can be little question of merit; but it can be irrelevant to the institution if it represents only a momentary enthusiasm of individuals with no life-line to the long-term aims of the institution. That is not to imply that nothing should ever be undertaken without complicated procedures. A wise board and administration, however, will not overlook implications for policy in anything being undertaken by students or faculty.

The foregoing comments may seem either too general or too commonplace, but only the briefest look around will convince most observers of two points about American higher education: first, that the board of control is a fundamentally important feature of the corporate life; and second, that it is a largely neglected factor. Boards are too often busy with minutiae and only on rare occasions (usually because of crises in finance, administration, or public relations) are they concerned with policy. In consequence, there is a certain aimlessness or opportunism in the conduct of higher education. Instead of policy there is something called tradition, and tradition upon scrutiny usually turns out to be accumulated habits -- not an invigorating, shaping, sustaining sense of the past, worthy to be called tradition.

The American concept of the governing board is ordinarily parallel to the concept of the board of directors of a corporation. By the same token, the president of the institution is likely to be pictured as a corporate executive, similar to the president of a bank or of an industry. While there are indeed certain similari-

ties, the differences are more enlightening than are the parallels. Around both ideas (of likeness and difference) misconceptions have grown up. These are well treated in a lecture by Dr. Harold Cowley of Stanford University,² which deserves careful study by students, faculty, administrators, and trustees.

The peculiar nature of education as a formal activity is the factor most often overlooked. To put this point into perspective, one must review certain other aspects of human society.

From the beginning of organized human activity, a few concerns have dominated the adult population, the generation responsible for the continuity of social institutions: first, of course, is the economic, the sheer maintenance of human life; second, the nurture of the young; third, the care of the aged and indigent. While many other features of social activity could be listed, these three form the bed-rock concerns. Close to these three, however, comes two others: the protection of life and property (internally through a police system, externally through a military force); and the maintenance of common aspirations through the institutions of religion and associated interests.

Now it is true that in the economic realm great progress has been made in certain parts of the world, though the study of economics is still a matter of some confusion. In the care of the aged and the indigent, considerable progress has been made, though much remains to be accomplished. But the greatest confusion is found in the conflicting notions about child development and of formal education.

In all of these matters, but particularly in education, the controlling factor is the current set of dominant social aims. Whatever these aims may be at a given time, they will be reflected in the education of the young. How could it be otherwise? The adult generation seeks the continuity of those elements of life

they hold dear. The aim is to mould the young into something different from what they would become, left to their own devices. From the beginning of life, the young are trained (or "schooled") into habits of muscle and of mind which the elders have cherished. Thus the effort to modify human behavior has taken one or more of several forms: The political, the military, the ecclesiastical, the economic. (And educational?) The first four do function separately; but education functions only as an admixture of the other four. If it be objected that these categories are too broad, let us see. From the beginning the dominant group of a current society has tended to see education as an extension of its own primary interests. That is to say, in educational circles of any period, the tension arises from conflicts of self-interest among groups who wish to be directly served by the educational system. Not all of this is bad. It is natural for the state to seek its own stability and enhancement through the educational system. When public money is appropriated by the state, the authorities wish to see evidences of direct return -- hence the problem of Socrates in dealing with Athenian statesmen; hence the problem of the Renaissance scientist in dealing with the Roman hierarchy; hence the problem of contemporary economists and political scientists in dealing with the business community; hence the problem of academic freedom.

The person holding the military system as the ideal of governance will offer the service academy as the model for the whole academic community. The neatness, precision, orderliness and rigor of the military school has an appeal for every adult who is weary of the opposite traits in the young.

The person who holds civil government as the ideal of governance will suggest representation of all elements in the educational system, including students, as the best way of stimulating the maturity toward which all education aspires.

The person holding the business corporation as the ideal of governance will suggest that the college be operated as a business -- no frills, no nonsense, full accountability -- faculty as employees, students as products, the college as factory. Thus it is proposed that education becomes realistic and the student early taught the facts of the economic world.

Those who hold the church as the embodiment of the would-be ideal society will argue for college and universities which emphasize theological, or perhaps ethical, or perhaps moralistic views of life, maintaining that on the moral or spiritual aspect of the human being will ultimately depend the course of civilization.

Meanwhile the academic man in his most academic moments will insist that he can function only if relieved from the restrictions and prescriptions of the current society; only thus can he seek the truth in his field and only thus can he bring students to the perceptions necessary for the students' independence of view and his best development as a human being.

In the medieval university, the need of the teacher (doctor) to be free of both church and state gave rise to a certain special license of the teacher to move at will and teach at will, though often he required the protection of a powerful friend among the princes or the prelates. Thus eventually in the German universities there came to be recognized two aspects of academic freedom: The freedom to learn and the freedom to teach. These two are related but are not the same thing.

In higher education no single factor has caused more confusion or more friction than the doctrine of academic freedom. In elementary and secondary schools, there has been less emphasis on this doctrine. The reasons would be

interesting to examine, but might prove too diversionary for us at this point. I suggest, however, that in the development of the community college, the question of academic freedom will have increasing importance. In the secondary schools there has been a certain amount of friction over library materials and over the types of literature assigned for study. Without going into the merits of this debate at the moment, two points immediately emerge as having importance to any theory of policy formulation: First, the degree of self-determination permissible for the faculty as distinct from other elements in the system -- the administration, the board of control, or the students; and second the degree of self-determination for the institution as distinct from the community. In our time, issues of academic freedom usually arise from the humanities and the social studies, and generally at the more advanced levels. Hence, it might be assumed that the community college will not confront the issue very often. Perhaps incorrectly, it is assumed that the community college will be emphasizing skills and the subjects related to the development of skills; that you will do more in the field of training than in the fields of thought which cover controversial matters. Again that is not a matter which should be labored here. But it is reasonably certain that in the course of time, there will be a division of opinion within the college about both curriculum and about the freedom of the faculty to move in some new direction. Before that time arrives, it well behooves this academic unit to draw some lines of policy, not only for internal use but for use with those segments of the public which will sooner or later be prompted to charge you with some degree of wrongdoing. At just such a time, the maturity of the board of control will be tested.

Charles Nelson, a management consultant in the field of education, has written a helpful essay on trusteeship which he entitled, "The Temptation to

Resign." In it, he comments that the more he sees of trusteeship the more impressed he is by the difficulty of being a good one.

"There seems to be a problem of discipline. By discipline I don't mean the orderly conduct of the Board as a group; I am referring rather to the internal self-discipline of the individual trustee and the effect that it -- or the absence of it -- has on board action."

Mr. Nelson speaks of two kinds of trustees: Those who abdicate and those who intrude. The abdicator is one who leaves decision entirely to the president ("Support him or replace him"). The intruder takes administration into his own hands (or his own mouth) and tries to manage internal affairs either directly or through intermediaries. Neither one is acting as trustee or regent.

The Present Day Role of Governing Boards

Recognizing the growth and complexity as new elements in higher education, one may ask whether the role of a governing board today is essentially different from its role in earlier times. A simple reply will not do. Charters have been changed from time to time, but not to revise the function of the board. By-laws are modified from time to time, but not to enlarge or restrict the function of the board. In a technical sense, the role has not changed.

Is there any other sign of change? The several treatises on college and university governance emphasize the need for more attention by Boards to the health of their institutions. But this is an exhortation to good performance, which might well apply in any era. The tasks to be performed are essentially no different. It is but a matter of magnitude and of complexity. It is also a matter of human nature, too. It is a matter of discipline.

If the administration and faculty are by good fortune able and strong, the institution will prosper even with an inactive board, but only for a time. If the board happens to be strong and active, it may compensate for internal leadership which is unimaginative, even weak, but only for a time.

The history of long-term success in higher education is the record of the right combination of strength on both sides. Without the right combination success can be only momentary. The sources of vitality and continued strength in institutions is not entirely clear. A study is presently being conducted to identify the reasons which underlie the achievements of certain institutions and the relative shortcomings of others; but the results of this study will not be known for some time yet.

In 1967 there was issued a joint statement on the administration of higher education which received wide notice. This statement emphasized anew what had been increasingly understood by administrators over several decades, ever since the publication of the Lowell Lectures at Harvard University by the late Chester Barnard, entitled The Function of the Executive. The literature of administration has taken a new turn since the publication of this small volume, itself a benchmark in its field. While the book is avowedly concerned with the executive, it carries important implications for governing boards of every type.

Without scanting the legal obligations of governing boards, there is one extra-legal obligation which cannot be over-emphasized: the necessity for adequate long-range planning under the guidance of the president and the trustees.

To do a realistic job of long-range planning, the trustees must organize for the purpose and must be prepared to review and revise long-range plans at least biennially, if not annually. The result will be that boards must see their

institutions in large terms.

Now and then it may be necessary to set policy for some small matter; but decisions on small matters cannot be made intelligently if they are not part of a long-range view.

For example, a board might vote to make no substantial changes in the institution for a period of five years. A few institutions have adopted such a policy. This is an interesting position to take. It may be a correct position. But a decision against change requires as cogent reasons as a decision for change, that is, a clear view of the program and purpose of the institution. And this view of the institution requires a comprehension of the total context in which the institution operates.

To achieve a largeness of view, the board needs to see the institution in relatively few components: Mission, Management, and Manpower. It is possible to group all the details of institutional administration and promotion under three such terms.

To the same end, a board might choose another set of terms: Program, Personnel, and Promotion. In this grouping, program should be defined both as purpose and management -- the aim and the performance. Personnel of course begins with the board, not with the employed staff. If the board is not made up of persons who understand the general and special purposes of the institution, the rest of the personnel are in jeopardy day in and day out. Nevertheless, the first point stands. "Personnel" begins with the board. Sometimes a strong president may have to manage the upgrading of a weak board. Occasionally a weak board can attract a strong president -- but if the president does not then upgrade the board, the factor of personnel will remain weak or unbalanced as its most critical

point. Much could be written just here about the amount of distress affecting institutions of higher learning because of imbalance or inadequacy in this central and critical area. It is impossible to estimate the potential gain were some means available to press upon presidents and governing boards the urgency of periodic but regular assessment of the central personnel (board, president and central staff).

Without discussing the remainder of faculty and staff necessary to execute "program," let it merely be said that in hardly any other area of organization is there so little effective continuous evaluation and direction as in the academic world. Faculty members should not be unjustly or lightly accused of lethargy or irresponsibility. While they may be somewhat more entrenched in their positions and somewhat less open to change, it is also true that administration has not distinguished itself by leadership in academic policy. Instead administration is open to criticism for over-attention to current issues as against the long-term issues. One reason is the simple fact that usually the president's office is inadequately staffed. Failure to remedy this weakness accounts for a good deal of the floundering and misdirection in higher education. The easy accusation is that there are too many administrators in higher education. There may be poor administration, but there is too little administration in ratio to the nature and the size of the task to be done. Of course, the smaller the institution, the more difficult the correction.

Many terms have been used to symbolize the role of the governing board: bridge is one, buffer is another; both physical. In one instance it is suggested that the board forms a means of mutual access for the academic and the non-academic world -- a bridge between two areas which otherwise could have no traffic,

or a connecting link making easier the traffic which otherwise would rely on small boats or a ferry. Comparisons will not bear too close examination -- but the connotation of the bridge is not very useful. The isolation of the campus has almost disappeared. If the gulf of misunderstanding has widened, then perhaps more and stronger bridges are needed.

The term buffer is also useful but it, too, leaves something to be desired. Shock absorbers are important. If, however, the board is there to prevent damage or to make a rough ride smoother, or whatever it may be that buffers or shock-absorbers do, there is implied an essentially negative function. True, a vital institution of higher learning will generate a great amount of intellectual energy and turbulence. Bridges and buffers are much needed by institutions from time to time.

But the prime consideration for any institution of higher learning is its intellectual and moral vitality -- the intensity of the learning process, the teaching process, the publications, the cultural leadership, the concern for virtue both public and private, the goals of achievement held before the society and before the individuals who make it up. In this respect, the present day role of the governing board is first to understand the function of the institution in these respects and then to take those steps which will insure that the institution does not permit itself to become either lethargic or overconcerned with secondary matters.

The primary role of the board is to maintain the vitality and integrity of the institution. If it be not the first concern of the board which governs, the board which holds the public trust, it may be that some other element in the institution will assume the responsibility. Certainly the board is not the sole responsible agent. But if it fails to begin at the right point, and does not sustain its

interest in the first principles, it cannot wisely govern or be true to its trust.

Since the function of the academic institution is first to understand and to communicate understanding, its role as a participant in contemporary affairs is always open to debate. Yet the contemporary scene is one of active participation by academic figures in the world of affairs. In an older day, it was the trustee who was the active person, the academic figure was the philosophic type, the thinker not the doer. And, for students, the role of the institution was parental (in loco parentis), a role which in this country stood almost without question for decades, even centuries. The "rights" of faculty were largely determined by administration (and perhaps trustees) and the rights of students were determined by administration (and perhaps faculty). Now faculties and students are ready with protests and agitations and even litigation over questions of right.

These new agitations have wide-ranging significance for the present day role of trustees and all types of governing boards. At stake are two points: the definition of authority; and the relation of authority to the function of education. Thus if one wishes to settle for the letter of the law, there is no room for debate about the focus of authority. If one ponders the still elusive factors affecting education as such, there is much room for speculation about the "governance" of higher education for students and faculty.

What is at stake? First of all, competence; second, continuity; third, dynamics. For the sake of dynamics, great involvement is beneficial, even necessary. For the sake of continuity, wide involvement is less useful. For competence (effectiveness, wisdom, clear responsibility and authority), wide involvement is not so definitely an asset -- though not categorically wrong. The more people who are regularly involved in institutional affairs, the more they are

interested and potentially responsible -- but the negative potential is also quite serious that people will feel that their views are determinative, that policies are theirs to decide. Hence, the decision to open the way to wide participation brings with it a serious requirement of another sort: that the administration and the board maintain the final authority and that this factor be clear to everyone. As Barnard pointed out long ago, authority and authoritative advice are quite different matters. Here, too, it is vital to organize and staff adequately to manage a wide range of continuing relationships.

In sum, the present-day role of governing boards is more widely varied than at any time in the past, though the essential responsibilities have not changed. All institutions are more openly in the public realm, fewer institutions exist within enclaves of special interest or special function, hence all types of governing boards find it wise to examine themselves and their duties with a fresh view and a higher set of standards than in any earlier time.

What then is most needed? What is the first element in an effective academic community? The temptation is to answer this query with a rush of platitudes. But as I see it, the first element is the simple decision within the administration and within the faculty and within the board of control to develop a sense of corporateness. We live now amidst conditions which encourage hostility. The academic community itself is now divided amongst competing groups, each regarding the other as adversary, not colleague. Yet what little we know about effective education tells us that the first requirement is a sense of community. A sense of community develops from a sharing of responsibility, an acceptance of common goals, a respect for the integrity of the individual.

The dilemma for the academic community lies just here: That power, meaning authority, must be exercised. The academic community cannot operate simply by consensus. There is a structure of authority which is both essential and threatening to the enterprise. The most difficult task for governing boards and for administration is to know how to share authority and responsibility without abdicating. There are well-known ways of developing this sense of corporateness. The methods are not as important, however, as is the mood, the outlook, of those in authority. To the administration falls the difficult task of conducting business so as to maintain among faculty and board members the sense of common enterprise while making all the necessary recommendations and decisions upon which ultimately depend the well-being of the total institution. It is not an assignment which leads to popularity. But the task can be performed so that everyone understands the issues and gathers respect and a sense of loyalty even among the inevitable disagreements. If there is one thing therefore which a governing board should develop first, it is a sense of the corporation. In an individualistic group, such as the teachers and students will always be, the task is unusually difficult. But the rewards are important, too -- the rewards of citizenship exercised at its highest and most strategic point.

END

B. Lamar Johnson, Ph.D.

Professor of Higher Education

University of California, Los Angeles



Dr. Johnson's more than 40 years in education encompasses experience as a high school principal in Buffalo, Minnesota with such responsibilities as director, UCLA Junior College Leadership Program, a post he has held since 1960. In the early 30s, Dr. Johnson became an assistant professor at an eastern teachers college before becoming the dean of instruction and librarian at Stephens College. In 1952, he left Stephens to become a professor on the faculty of UCLA. He has held numerous other teaching and administrative posts over the nine years and has written no less than nine books. He is a regular contributor to periodicals and served on the editorial board of the Junior College Journal for three years. Active in professional organizations, Dr. Johnson in 1955 served as a consultant to President Eisenhower's Committee on Education Beyond High School.

A native of Minnesota, he received his B.S., M.A. and Ph.D. degrees from the University of Minnesota and has done post-doctoral work at the University of Michigan.

INNOVATION AND EXPERIMENTATION IN THE COMMUNITY COLLEGE

B. Lamar Johnson

It is axiomatic that the range and nature of education in a nation emerges from its history, basic philosophy, and commitments. From the time of its inception -- in the pronouncements of our founding fathers and, more importantly, in their actions -- this nation has been committed to education as an agent of change, regeneration, advancement. Franklin and Washington, Jefferson and John Adams -- their words and their deeds in and for education -- ring down through the ages.

Consistent with their outlook was the clarion call for education written into the Northwest Ordinance: "Religion, Morality, and Knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

One hundred and seventy-seven years later, this promise was reechoed, restated, and extended in the 1964 Platform of the Democratic Party: "Our task is to make the national purpose serve the human purpose; that every person shall have the opportunity to become all that he or she is capable of becoming . . .

education should be open to every boy or girl in America up to the highest level which he or she is able to master."

Clearly the ideal of democracy is to permit each individual to be educated to the level of his highest potential. This of central importance, not only because of its value to the state and to society, but more particularly because the keystone of democracy is the almost sacred value placed on the single human personality. Development of the individual -- each citizen and each citizen-in-preparation -- is, and must be, a goal in and of itself, entirely apart from any contribution such achievement may make to the social order or the state.

During the nineteenth and early twentieth centuries, our nation was pressing toward an elementary education for all children. In the fifties, we gave particular attention to secondary education for all American youth.

Just before mid-century -- in 1947, to be exact -- there appeared a pronouncement which signalled a new responsibility for American education. It appeared in the report of President's Commission on Higher Education in these words:

"The time has come to make education through the 14th grade available in the same way that high school is now available."¹

By 1960, President Eisenhower's Commission on National Goals recommended that two-year colleges be placed within commuting distance of all high school graduates, except those in sparsely settled regions.²

Four years later, the Educational Policies Commission proclaimed, ". . . the Nation's goal of universal opportunity must be expanded to include at least two further years of education, open to any high school graduate."³

Last year, under the title, Universal Higher Education, a book was published further advancing and supporting the pronouncements and proposals of the Truman Commission, the Eisenhower Commission, and the Educational Policies Commission.⁴

In this volume twelve leaders of American thought and experts in higher education, including Frank H. Bowles, Henry Steele Commager, C. Robert Pace, and Nevitt Sanford, addressed themselves to the prospect of universal higher education. The authors did not question the validity of the goal, nor did they doubt its eventual achievement. Rather, they focused their attention on the necessity of reaching the goal, and on the "how" of educating students upon whom high school had made little impression.

The demand for extended -- and, indeed, universal -- higher education is accelerated by the cataclysmic changes which are occurring in our society. Eighty percent of today's college graduates are entering positions that did not exist when they were born during the forties. Half of what a graduate engineer knows today will be obsolete ten years from now; half of what he will need to know ten years from now is not yet known.⁵

Perhaps the comment of the rustic preacher is relevant to the situation in which we find ourselves: "Brethren, it ain't the things that you don't know that gets you into trouble. It's the things you do know that ain't so."

It is not surprising that leaders of American thought are predicting that changes equal to those brought to the nation by the railroads in the second half of the nineteenth century, and by the automobile in the first half of the twentieth, will be effected by the knowledge industry in the last half of this century. Clearly, we are moving from a society based on natural resources to a social structure built on

human resources. The key institutions of our new age are the colleges, the universities, and the research centers. The growth industries of tomorrow will not be factories; they will be centers of education and research, surrounded by complexes of business, industry, and cultural development.

As universal higher education is currently being discussed it applies particularly to the junior college years.⁶ We are now engaged in national endeavors which within the next quarter century -- and perhaps sooner -- will make junior college graduation as common as high school graduation today.

We are in a period of history in which traditional plans and methods are inadequate for meeting the sharply increasing demands for junior college education. New -- and many would hold drastically new -- methods are required. What are junior colleges doing to respond to this demand?

During the past five months I have travelled some 20,000 miles visiting junior colleges and conferring with junior college leaders as I sought promising instructional trends and innovations.

I shall, under three headings, report some of the observations made during my travels and make recommendations, in large part, based on my recent findings:

1. Four developments which are importantly relevant to the role of the junior college in universal higher education.

2. Plans followed by junior colleges to encourage innovation and experimentation.

3. Recommendations for consideration by you, the faculty of William Rainey Harper Junior College.

Four Developments

Time will not permit me to report the multiplicity of findings which emerge from my current survey. I shall, however, describe four developments with which I have been impressed, and which may have relevance to your program planning and development at William Rainey Harper College.

1. Work-study plans are being widely used in a number of junior colleges throughout the country. Under these plans, students may earn while they learn, engaging in work related to their career plans and to their college courses. Representative of colleges having such programs are Sinclair College in Ohio, the Borough of Manhattan Community College in New York City, and Rock Valley College in Illinois.

The Career Advancement Program (referred to as "CAP") which is being launched at Rock Valley College is illustrative of what a two-year college can do in extending its services to students, and to the community. When I visited Rockford in May, 32 companies had signed up for a program which, in the words of its president, provides the college with "a one-billion-dollar laboratory in the community."

CAP offers the high school graduate an opportunity to prepare for employment in a variety of technological fields through a work-study plan. The student attends college half a day and is employed in a Rockford industry for half a day. His work in industry is coordinated with his classroom instruction and he is co-operatively supervised by the college and his employer. By attending summer school, a student in the program can complete requirements for the associate degree in two years. Although CAP is initially limited to selected technological fields, it can be expanded to include, for example, health and business-related occupations.

During my visit to Rock Valley, I learned of the extent to which CAP is a jointly planned college-industry undertaking. The program is publicized by both the college and the participating industries in advertisements in the classified sections of area newspapers, over radio and television, and in direct mail to high school seniors. The spirit of what is being done is suggested by this quotation from a classified advertisement:

JOIN THE CAP TEAM TODAY!

The name of the game? CAP . . . the
Career Advancement Program at Sundstrand

The prize? A very bright future for
Graduating High School Seniors seeking
technical training . . .

. . . Enjoy the benefits of professional
classroom instruction and on-the-job
experience which will provide you with
a bi-weekly pay check . . .

Don't waste another moment! Call for an
appointment or drop in . . . Join the CAP
program today . . .

Work-study plans -- of which CAP is an imaginative and community-centered-example -- are consistent with junior college trends and with the role and objectives of the two-year college. Under such plans students may earn money which will make it possible for them to continue their education. In addition, the college adds to its educational resources a spectrum of community facilities

of incalculable value. The college also serves the citizenry in cooperative endeavors representative of the finest traditions of the community college.

The expansion of the junior college can be facilitated and its offerings strengthened by soundly conceived work-study plans.

2. As our nation advances toward universal higher education, it will be necessary to increase our attention to the needs of high school graduates who are presently not entering college. This will require the development of new plans and programs for disadvantaged youth, including the economically and culturally disadvantaged as well as those who may be educationally disadvantaged for other reasons.

Two-year colleges have been responsive to the needs of these youth. Remedial courses and special guidance and counseling programs have been provided by many two-year colleges. A few institutions -- such as Alice Lloyd College in Kentucky -- have planned their programs primarily for the economically and culturally disadvantaged youth of their regions. By and large, however, programs for the disadvantaged have been tangential in nature. Typically, they have been designed to improve the quality of student work in "Regular College Courses," rather than to meet the particular needs of disadvantaged students.

Now, in contrast, an increasing number of two-year colleges -- located from California to New York, from Michigan to Texas and Florida -- are providing programs and developing plans which are addressed to meeting the varied and particular needs of disadvantaged youth.

Among the more comprehensive plans is one being developed with financial assistance from the Danforth Foundation at Forest Park Community College of the Junior College District of St. Louis.

The St. Louis program deals with both the general education and the vocational requirements of disadvantaged young people -- at their particular levels of competence and within their specific areas of need. Developmental instruction is to be provided in the basic skills of reading, mathematics, oral and written expression, as well as in fields of personal enrichment and self-understanding. When possible, students will be enrolled in appropriate courses and curricula offered at the college. When this is not feasible, the college will aid in the enrollment of students in training programs offered in the community apart from college auspices. Guidance and counseling are important in the St. Louis program. Placement in jobs offering possibilities for advancement consistent with student interests and aptitudes is both an immediate and long-term goal.

At Santa Fe Junior College, Florida, the responsibility of being an "open door" college is taken seriously. The college aims to provide successful educational experiences for the heterogeneous students whom it admits. Consistent with this view, widely varied courses are provided, and counseling and guidance are stressed. A student at Santa Fe who fails to complete the minimum requirements of a course is assigned an "X" grade, which simply designates a need for more instruction in the course rather than a failure. In the future, the college aims to individualize this concept so that a student who does not complete a course may repeat only those particular segments of the course in which he is deficient.

In the overall view, our nation is poorly prepared to face the realities of universal higher education, in spite of the trends and developments I have described.

Moynihan challenges our complacency as he asserts, "It is a harsh thing to turn a young man away from a university because he is too poor to pay . . . I fear it may be no less harsh a thing to turn a young man away because he is too dumb. Society's injustice is succeeded by nature's."⁷

If we are to have universal higher education, our colleges must attack and meet the needs of hundreds of thousands -- yes, of millions -- of youth whose lives are today untouched by post-high school education. Junior college work-study programs and programs for the disadvantaged are clearly essential.

3. An increasing number of junior colleges are stressing the careful, discriminating, and specific definition of objectives as a basis for developing the curriculum and improving instruction.

Whereas goals are generalized statements (such as "Students will be able to communicate effectively") objectives if they are to affect instruction must be stated more specifically.

"An objective," Cohen asserts, ". . . is a specific, observable student action or product of student action. To satisfy our definition, it must, first, specify something the student is to do; second, state the circumstances under which he will do it; and, third, note the degree of accuracy with which he will perform the action."⁸

The educational program of Santa Fe Junior College, Florida, is being projected on the basis of a rationale which stresses the definition of college purposes in terms of student behavior. This has required definitions of desired student behavior and an examination of the characteristics of students at Santa Fe.

This concept is stressed not only in courses but also in extra-class activities. No such activity is approved until its objectives are stated in specific terms consistent with the purposes of the college. Each activity is evaluated and decisions are made regarding its continuation or modification on the basis of its progress toward achieving its objectives.

At Western Piedmont Community College, North Carolina, an objective-oriented student document and a similarly oriented faculty document are being developed for every course. Varied innovative plans for teaching -- consistent with course objectives -- are used at Western Piedmont, with still others projected for the future.

At the North Campus of Miami-Dade Junior College, division chairmen are making a campus-wide analysis of specific objectives for all courses taught on campus, as a basis for the continuing reexamination of the curriculum and the improvement of instruction.

4. A few junior colleges are adopting a systems approach to instruction. Systems engineering and systems analysis are common terms in business, industry, and government. Systems approaches are increasingly being used on all fronts of industrial and governmental operation. "Systems" are also coming to education and to some junior colleges.

Colorado Mountain College where classes will open for the first time in October, is committed to a systems approach to instruction. As conceived at Colorado Mountain, this involves four steps:

- a. Defining immediate, interim, and terminal objectives.
- b. Providing appropriate learning experiences designed to achieve these objectives.

- c. Evaluating student achievement on the basis of the objectives.
- d. Systematically providing for feedback as a basis for improving the curriculum and instruction.

As classes open at Colorado Mountain College the dominant method of instruction will be audio-tutorial teaching -- a modified type of programmed learning which has been pioneered by Professor Samuel Postlethwait in his botany classes at Purdue University and which has been adopted on a college-wide basis at Oakland Community College, Michigan. The commitment of the college is not, however, to audio-tutorial teaching. Rather its commitment is to a systems approach to instruction in which feedback and evaluation on the basis of specific objectives will be used in developing essentially eclectic plans for teaching -- selecting the procedures that are found to be most effective in particular courses, in particular class sections, and with particular students.

With the assistance of a grant from the Esso Foundation, Meramec Community College of the Junior College District of St. Louis has recently launched a two-year program designed to develop a systems approach to instruction in English, mathematics, and science. This project involves a series of seminars for participating faculty members, the planning and offering of courses based on specific objectives, and an evaluation of outcomes.

Plans for Encouraging Creativity and Innovation

I shall now turn from descriptions of selected program development to observations regarding a number of plans, situations and environments which apparently encourage creativity and innovation. Some of these are subtle in nature -- difficult to define, impossible adequately to describe. Other are more obvious.

A discussion of all of these might well be the topic for this entire presentation. Since this is impossible, I shall limit myself to listing and briefly discussing six plans for stimulating and encouraging innovative developments in the junior college.

1. The Right to Fail

The administration at Roger Williams College, Rhode Island, points out that if a college is to encourage innovation and experimentation its faculty must have a sense of security which will permit them to be venturesome -- interested and willing to try out new ideas without a fear that failure will threaten the status of the innovator. When new ideas are tried, some will inevitably be unsuccessful. If faculty members are blamed for the failure of apparently well conceived new plans, they are unlikely to wish to try out other innovations. The right to fail is one which in the innovating college must be guaranteed as completely as academic freedom in all of higher education.

2. Staff Visits to Centers of Innovation

Several colleges have found that staff visits to centers of innovation have been most valuable in stimulating innovation and experimentation.

Perhaps the most ambitious junior college undertaking of this type was the Delta College Innovations Project. During the entire 15-week summer semester in 1966, fourteen faculty members at Delta were employed to devote full time to seeking out innovative practices which, with possible modifications, might be useful to their college. Representatives of the Project Team visited 64 innovative centers -- most of them junior colleges, but also a few senior institutions, and research agencies -- in nine states.

As a result of the Project varied new plans and procedures have been adopted in teaching, counseling, and community services. Some of these are notable and will have far-reaching consequences -- in, for example, meeting the needs of low ability students. The most important outcome of the Project was, however, in the words of one member of the project team the emergence at the college "of an atmosphere for change, an atmosphere which depends not on a desire to change for the sake of change, not on a glowing account that one has read but has not had the opportunity to observe or discuss with the people involved; but an atmosphere which has been created because a large segment of the faculty has an awareness of what is happening around the nation and a desire to be part of a dynamic movement."

With the assistance of a grant from the Ford Foundation, a somewhat less ambitious travel plan was undertaken at Monterey Peninsula College, California, where eight faculty members and four teachers from neighboring high schools -- divided into two teams -- in the spring of 1966 visited thirteen innovative centers, in Florida, Michigan, Ohio, and New York.

The Monterey Peninsula travelers reported as valuable the opportunity to:

"Be exposed to some of the sparks of creativity in some other schools -- and to sift out for ourselves that which is largely the glowing greatness of publicity puffs and that which is real, practical, effective.

". . . Be inspired to fuller achievements in our own classrooms, knowing through personal observation that all is not green on those other campuses, nor is all that we are doing archaic. Rather there are innovations in organization, in techniques, and in content that are worthy -- at the very least -- of consideration for possible adoption at our college."⁹

The value of projects which involve visits to innovative centers is supported by the findings of research at System Development Corporation which, under a contract with the United States Office of Education made a study "of the effectiveness of traveling seminars."¹⁰ The major finding was that the traveling seminar "is a highly effective dissemination method for stimulating and for facilitating educational innovation;" and the major recommendation was that the "traveling seminar technique should be expanded and actually supported as an effective dissemination activity by the U.S.O.E., state departments of education, and local school districts."

3. Provision of Special Facilities for Teaching

Several colleges provide special facilities for teaching and encourage faculty members to make creative and imaginative use of them. At Kendall College, Illinois, forty cartridge tape recorders have recently been purchased and made available to faculty members -- for whatever use may appear to be valuable. As a consequence, a variety of imaginative plans have been developed for using tape recorders. Some instructors, for example, record on tape their criticisms of student themes -- thus providing an extensive and personalized critique for students. In some classes students use tape recorders -- to record interviews, speeches, music, or sounds of the city -- as they go into the community to work on investigative papers. So varied are the uses of the tape recorder at Kendall that the faculty is planning to publish a monograph on its use.

Foothill College, California, in cooperation with IBM is engaged in an ambitious project designed to explore the use of the computer in teaching varied subjects. Representatives of IBM are assigned to the Foothill campus where they work with faculty members in creative planning.

Some junior colleges feature the "saturation of their campuses" with audio-visual aids to learning as an aid to stimulating faculty members to creativity in teaching. At such colleges many varieties of technological aids to teaching -- including the local production of teaching materials -- are made generously and conveniently available to faculty members.

What I have in mind is suggested by this note that I took on my visit to Florissant Valley Community College -- in the Junior College District of St. Louis: "The eminently convenient and generous provision of aids to teaching (including electronic facilities as well as printed matter) is notably important in instructional innovation and experimentation at Florissant."

Miami-Dade Junior College, in its learning resource center, provides a library of innovations with an "assistant in learning" available for service to the faculty. Featured in the innovations library are exhibits of the latest electronic and technological aids to learning -- with assistance available to demonstrate and make plans for their use in teaching.

Monterey Peninsula College is in the process of constructing a forum -- which is essentially a push-button lecture hall with the latest in electronic, audio-visual facilities. As an aid to achieving wide and efficient use of the Forum the college, with the assistance of a grant from the United States Office of Education, is setting up a program to teach faculty members how to use and also to prepare multimedia instructional materials. Under the leadership of five professional staff members and eight technicians from San Jose State College, a six-week workshop will be held in the summer of 1968 -- with a one week preparatory period planned for the preceding spring. Faculty members will be paid training stipends for their summer work as they prepare for "teaching in the Forum."

4. Foundation and Government Grants

In this presentation I have referred to several developments which have taken place with the assistance of grants from foundations and from the United States Office of Education. It is clear that such grants can be important aids to stimulating innovation. The financial assistance of "outside funds" can, of course, be important in making new developments possible. The value of grants are often, however, far in excess of their monetary value -- for the prestige and stimulation of a grant may aid in developing an attitude of creativity on the part of faculty members.

In addition to the value of receiving grants, I must refer to the values which may accrue from the preparation of applications for funds. The preparation of an application is often regarded as an overcomplicated, time-consuming, and onerous task. And this may in fact be the case. On the other hand, the preparation of an application for a grant often stimulates ingenuity and creativity in thinking and planning. Upon occasion proposals for which outside funds are sought but not received lead to new developments which colleges carry out -- perhaps with some modification -- with support from their own budgets.

Foundation and government grants -- the preparation of proposals as well as the grants themselves -- can indeed be important "stimulators of innovation."

5. Budgeting for Innovation

One of the major problems in launching innovations relates to the provision of faculty time for working on plans. The interests and enthusiasms of staff members are often reflected in their "extra-time work" on new ideas and plans for teaching. At times the introduction of innovations does not actually require additional staff time. Some new plans may actually be time-saving for staff members.

On the other hand, many new ideas do require for their development time beyond that available to faculty members. It is with this in mind that some junior colleges provide released time during the college year or employ faculty members during summers to work on new plans and programs.

This method is used in the Junior College District of St. Louis where 4 percent of district professional salary funds are "budgeted for innovation." These funds are largely used for employing faculty members to work on new plans and developments during summer months. Faculty members are encouraged to apply for summer employment grants. Applications describe the purposes and the nature of the project on which work is to be done, methods of procedure, and plans for evaluation.

At the close of the summer each faculty member prepares a report on what he has done and on plans for putting his proposal "into action" -- as well as for evaluating it. Bound volumes of these reports provide an illuminating history of innovative developments in the Junior College District of St. Louis.

6. Vice-President in Charge of Heresy

For several years I have been suggesting that junior colleges appoint vice-presidents in charge of heresy. This proposal would provide a staff member -- with no administrative responsibility -- whose duty it would be to keep abreast of national developments and to initiate plans for exploiting them at his own institution, as well as to develop completely new plans for local use and application. Our vice-president would be a "dreamer." He would attend conferences and assemble "far out" proposals. He would needle administrators and his faculty colleagues and, in turn, be needled by them. He would study the findings of research and analyze their implications for his college. He would, in short, be a

harbinger and instigator of change.

Kendall College has recently created a position which largely meets my specifications. Although the position is officially designated Director of Educational Development, on campus it is referred to as "vice-president in charge of heresy," or occasionally by students as the "innovative dervish." The position is non-administrative in nature. The holder teaches a class and regards himself as a faculty member -- and is so regarded by his staff colleagues. His responsibilities and activities closely parallel those which I have outlined for a vice-president in charge of heresy.

At Roger Williams College, the Director of Planning and Development is upon occasion -- both on campus and in the public press -- referred to as vice-president in charge of heresy.

The Dallas County Junior College District has recently established a new district-wide position, Specialist in Educational Planning, the responsibilities of which are notably similar to my concept of a vice-president in charge of heresy.

Who knows? If this trend continues, we may soon achieve an ideal which I have long cherished -- the organization of a National Association of Vice-Presidents in Charge of Heresy in Innovating Junior Colleges.

Recommendations for Consideration at William Rainey Harper College

Before presenting a group of recommendations for your consideration, I would like to make clear an assumption which I am making. On the basis of my years of acquaintance with President Lahti, on the basis of my correspondence with him and with Dean Pankratz, and on the basis of the topic on which I have been asked to speak today, I am assuming that William Rainey Harper College

aspires to become -- and is indeed committed to becoming -- one of the truly outstanding junior colleges of our nation, a recognized leader in junior college education.

It is with this assumption in mind that I present the following recommendations for your consideration and in some cases for consideration by your board of trustees:

1. Develop the educational program of the college -- and I include out-of-class activities and all student personnel services -- on the basis of specific objectives, consistent of course, with the purposes of the college. This requires more than a casual commitment; it demands analysis, projection, work. I cherish for William Rainey Harper College a reputation as a college that knows where it is going in every segment of its program and operation.

2. Use a systems approach to instruction. By this I mean, take four steps in building and operating the total educational program of the college and each segment in it: a) define objectives specifically -- keeping in mind immediate, interim, and terminal objectives; b) provide learning experiences appropriate for the achievement of these objectives; c) evaluate achievements on the basis of the objectives; and d) systematically provide for feedback as a basis for continually improving the program.

3. Be boldly imaginative in planning and developing your educational program -- in course content and organization, in materials of instruction, in teaching procedures, in counseling and guidance, in out-of-class activities, and in community service. The times in which we live demand bold and imaginative leadership in education -- and particularly in the junior college. May William Rainey Harper College be one of the colleges to which the nation can look for such leadership!

4. Establish, maintain, and preserve the right to fail. When bold new ideas are tried, some of them will inevitably fail. Let not the creative and ingenious mind at this college be penalized for making a proposal which proved to be unsuccessful -- for in colleges committed to experimentation and innovation some plans inevitably fail and some will be truly resounding failures.

5. Make visits to innovative centers for the purpose of observing at first hand their successes and their failures -- and in particular for the purpose of identifying the possible implications of what they can do for William Rainey Harper College. Supplemented perhaps by the use of consultants on your own campus, a plan of staff visits to selected colleges where new developments are being used can pay big dividends.

6. Budget for innovation. In making this suggestion I have in mind not only providing funds for the purchase of facilities and equipment which can advance a truly pioneering educational endeavor but also providing funds to employ faculty members to develop and work out new plans and programs. Innovation often requires more time than a faculty member can crowd into an already overfilled day. The summer employment of faculty members or, upon occasion providing released time during a semester, may make it possible for instructors to engage in productive creative endeavors that have far reaching consequences for their own work and for the entire program of the college.

7. Appoint a vice-president in charge of heresy. He would not have administrative responsibilities and in a sense would be a gadfly. Hopefully, he would have a creative and imaginative mind. He would keep abreast of new ideas and dream up new plans. Above all he would be receptive to new ideas from his faculty colleagues and would encourage and support them in their creative proposals, endeavors.

ors, and undertakings. And who knows? From William Rainey Harper College may come the impetus for a National Association of Vice-Presidents in Charge of Heresy in Innovating Junior Colleges.

8. Remember that innovation is not enough. Change for the sake of change is not necessarily good. In referring to the opportunity for innovation in the junior college, Gleazer asserts:

"Let no concept be utilized and no procedure adopted which has not been examined candidly and a bit skeptically. Innovation in and of itself possesses no great merit, but innovation which results from an inquiring mind, well-conceived hypotheses, and honest evaluation gives assurance of a sensitive and lively environment for learning."¹¹

In his recent annual report Henry Chauncey, President of Educational Testing Service, warns of the dangers of chaos if innovations are generated faster than they can be evaluated. "With so many active partners in educational innovation," he points out, "the result may be chaos unless careful, coordinated planning and evaluation accompany the current enthusiasm for change and experimentation."¹²

Edmund Gleazer and Henry Chauncey clearly agree with me when I assert, "Innovation is not enough!"

No industry can survive without knowing what it produces. Too often, however, our schools and colleges are vague and indefinite about their output.

I have expressed enthusiasm about many of the new developments which I am finding in our junior colleges. I must, however, express disappointment at my failure to find evidence regarding what has happened to student learning as a consequence of various changes and innovations. Evaluation is largely a blind

spot in American education -- and certainly among the junior colleges of our nation.

What then is needed in addition to innovation? The answer comes with clarion clarity: Sound, vigorous, and rigorous evaluation!

Let us accept no change; let us adopt no innovation without building into our adoption a plan for evaluating outcomes. The requirement of a plan for evaluation as a part of applications for summer projects in the Junior College District of St. Louis is a step in the direction which I am urging. The adoption of a systems approach to instruction -- with continuing evaluation based on objectives -- is clearly completely consistent with the urgent recommendation which I am making for evaluation -- sound, vigorous, and rigorous.

I urge you to establish and give a centrally important role to an office of institutional research -- a major function of which will be to take leadership in evaluating instruction on the basis of specific objectives previously defined. Such an office would not be separate and apart from classroom teachers -- but would work with them, involve them in the process of evaluation, and assist them in their experimental and evaluative endeavors.

Conclusion

I have great expectations for William Rainey Harper College. You have resources; you have talent; you have creativity; and you clearly have a commitment to national leadership among American junior colleges.

May this leadership be soundly based on valid objectives, a sense of direction, knowledge of where you are going; may it be based on a sense of perspective which makes it possible to draw upon resources -- national and local -- with

visits to centers of innovation, with summer employment and released time, and with a vice-president in charge of heresy -- all as aids to instrumenting creative plans and proposals; and may it be based on soundly conceived and rigorously pursued evaluation, with continuing feedback as a basis for program improvement.

These are my wishes for you. These are my hopes for you. These are my expectations of you.

END

¹ President's Commission on Higher Education. Higher Education for American Democracy. Volume 1, Establishing the Goals. (New York: Harper and Brothers, 1947) p. 37.

² President's Commission on National Goals. Goals for Americans. (New York: Prentice-Hall, Inc., 1960) pp. 7 and 91.

³ Educational Policies Commission. Universal Opportunity for Education Beyond High School. (Washington: National Education Association, 1964) p. 6.

⁴ Earl J. McGrath. Universal Higher Education. (New York: McGraw-Hill Book Company, 1966).

⁵ "Nine Jobs in your Future." Life (March 19, 1965) p. 4.

⁶ In this presentation, the terms junior college, community college and two-year college will be used interchangeably.

⁷ Daniel Patrick Moynihan. "The Impact on Manpower Development and Employment of Youth." In McGrath, op. cit. p. 66-67.

⁸ Arthur M. Cohen. "Defining Instructional Objectives." B. Lamar Johnson, editor. Systems Approaches to Curriculum and Instruction in the Open Door College. Occasional Report No. 9 from UCLA Junior College Leadership Program. Los Angeles: School of Education, University of California, Los Angeles, 1967. p. 27.

⁹ Leon Fletcher. "Take to the Road, Teacher." Junior College Journal. Volume 37, No. 2: 19-21. October, 1966, p. 21.

¹⁰ Malcolm Richard. Final Report: Traveling Seminar and Conference for the Implementation of Educational Innovations. Santa Monica: System Development Corporation, 1965. p. 1.

¹¹ Edmund J. Gleazer, Jr. "Establishment: A Trend and an Opportunity for the American Junior College." Establishing Junior Colleges . . . Occasional Report Number 5 from the UCLA Junior College Leadership Program, Los Angeles: School of Education, University of California, Los Angeles, 1964, p. 14.

¹² Educational Testing Service. Annual Report, 1965-66. Princeton, New Jersey: Educational Testing Service, 1967. p. 13.



HARPER FACULTY ATTITUDE SURVEYS

Prior to the convening of the Orientation Program, faculty members were asked to express their attitudes toward community junior colleges by completing a 35-part questionnaire. This "before" attitude survey form is reproduced here, together with a tally of opinions. In addition, faculty members were asked to complete a brief personal data questionnaire, but without identifying themselves by name.

At the conclusion of the Orientation Program, faculty members repeated the same attitude survey. This "after" survey is also reproduced here. An evaluation of these surveys can be found elsewhere in this book.

* * * *

THE NATURE AND PURPOSES OF OUR COMMUNITY JUNIOR COLLEGE

(Survey conducted before orientation)

CODE: SA - Strongly agree
A - Agree
? - Not sure
D - Disagree
SD - Strongly disagree

1. Our community junior college is essentially the same as a university extension.
2. Our technical and vocational programs are striving to meet the technical and vocational needs of our community.
3. A community junior college teaching position is identical in scope and emphasis to a teaching position at a senior college or university.
4. Adult education is not one of the basic functions of a community junior college.
5. The standards of higher education make it mandatory in this institution that all programs be secondary to the transfer program.
6. The two-year career programs are vital in our community junior college in order to discharge its education obligation to the youth of the area effectively.

SA	A	?	D	SD
3	7	2	17	3
9	19	5	0	0
3	10	3	14	3
1	0	1	16	15
5	1	3	18	6
13	18	2	0	0

(Survey conducted before orientation)

1. It is unrealistic and unsound educational policy for our community junior college to attempt to provide post high school programs for varying ability levels.
2. Community service is not one of the major obligations of our institution.
3. Our community junior college provides the opportunity for acquiring education beyond high school to a broader segment of the community than other types of institutions.
10. The extension of educational opportunity through provision for remedial work is a responsibility of our community junior college.
11. Our institution should be comprehensive and meet as many as possible of the advanced education needs of its constituent students.
12. Our community may reasonably expect the presence of a community junior college to raise the general educational level in the community.
13. This community junior college should provide realistic programs for a variety of social and economic levels.
14. Community service and participation is not an individual staff obligation.
15. Our community junior college must be concerned with the social and academic acceptance in its programs of students from all socio-economic classes.
16. A community junior college is more of a local ornament than visible guarantee that more youngsters in the community will receive a college education.
17. Our community junior college is nearer secondary school than higher education in outlook and program.
18. The adult education program offered in this college is an indication of institutional orientation to community service.
19. The vocational and technical manpower needs of this community are the concern of our community junior college and should be reflected in its programs.
20. A community junior college is primarily a "teaching institution" therefore faculty research has a much lower priority than in the senior college or university.
21. Our community junior college is primarily an educational institution and should not become involved in special services to the student (e.g., job placement and assistance with personal problems).

SA	A	?	D	SD
1	1	6	11	14
0	1	0	19	13
9	21	2	1	0
4	16	7	6	0
14	18	1	0	0
12	19	2	0	0
13	18	2	0	0
1	3	7	14	8
11	20	2	0	0
0	0	1	12	20
1	3	4	11	14
5	21	6	1	0
9	20	4	0	0
10	10	4	7	2
0	3	4	16	10

(Survey conducted before orientation)

22. The wide variety of programs available in our institution offer the student who does not succeed in one a good chance of finding another better suited to his talents and interests.
23. Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.
24. Remedial courses for the deficient student are not a legitimate concern of our institution.
25. We find our standards lowered by the mixture of academically and otherwise oriented students.
26. Student academic counseling by individual instructors is both possible and highly desirable in this community junior college.
27. Our community junior college is available for those who cannot qualify at other institutions.
28. Learning opportunities for students not motivated toward the usual academic subjects are an appropriate part of our curriculum.
29. Proximity of our institution to students' homes reduces financial burden and sometimes makes available education otherwise inaccessible.
30. Intercollegiate athletics has no place in a community junior college.
31. The implementation of innovative technology in administration and instruction should be a responsibility of the comprehensive junior college.
32. Vocational guidance by professionally trained counselors is more important in a community junior college than in any other institution of higher education.
33. Academic advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world.
34. Course selection is basically the students' responsibility in a community junior college and, therefore, the college need not make extensive provisions for aiding the student in this area.
35. Conducting research and pilot programs in the uses of new media and technology in education is a function of the comprehensive junior college.

SA	A	?	D	SD
6	21	6	0	0
7	25	1	0	0
0	1	6	18	8
1	2	14	10	6
12	17	3	1	0
3	16	5	7	2
5	20	6	2	0
19	13	1	0	0
5	2	1	13	12
9	19	4	1	0
4	12	8	5	4
6	19	3	3	2
0	2	0	21	10
5	22	3	3	0

THE NATURE AND PURPOSES OF OUR COMMUNITY JUNIOR COLLEGE

(Survey conducted after orientation)

CODE: SA - Strongly agree
A - Agree
? - Not sure
D - Disagree
SD - Strongly Disagree

Our community junior college is essentially the same as a university extension.

Our technical and vocational programs are striving to meet the technical and vocational needs of our community.

A community junior college teaching position is identical in scope and emphasis to a teaching position at a senior college or university.

Adult education is not one of the basic functions of a community junior college.

The standards of higher education make it mandatory in this institution that all programs be secondary to the transfer program.

The two-year career programs are vital in our community junior college in order to discharge its education obligation to the youth of the area effectively.

It is unrealistic and unsound educational policy for our community junior college to attempt to provide post high school programs for varying ability levels.

Community service is not one of the major obligations of our institution.

Our community junior college provides the opportunity for acquiring education beyond high school to a broader segment of the community than other types of institutions.

The extension of educational opportunity through provision for remedial work is a responsibility of our community junior college.

Our institution should be comprehensive and meet as many as possible of the advanced education needs of its constituent students.

Our community may reasonably expect the presence of a community junior college to raise the general educational level in the community.

SA	A	?	D	SD
0	3	1	21	8
18	14	1	0	0
1	5	2	22	3
1	1	0	16	15
0	2	2	23	6
14	19	0	0	0
0	1	0	21	11
2	0	1	13	17
16	17	0	0	0
10	19	4	0	0
14	18	0	1	0
13	20	0	0	0

(Survey conducted after orientation)

13. This community junior college should provide realistic programs for a variety of social and economic levels.

14. Community service and participation is not an individual staff obligation.

15. Our community junior college must be concerned with the social and academic acceptance in its programs of students from all socio-economic classes.

16. A community junior college is more of a local ornament than visible guarantee that more youngsters in the community will receive a college education.

17. Our community junior college is nearer secondary school than higher education in outlook and program.

18. The adult education program offered in this college is an indication of institutional orientation to community service.

19. The vocational and technical manpower needs of this community are the concern of our community junior college and should be reflected in its programs.

20. A community junior college is primarily a "teaching institution" therefore faculty research has a much lower priority than in the senior college or university.

21. Our community junior college is primarily an educational institution and should not become involved in special services to the student (e.g., job placement and assistance with personal problems).

22. The wide variety of programs available in our institution offer the student who does not succeed in one a good chance of finding another better suited to his talents and interests.

23. Vocational, technical, and liberal arts programs located in the same institution provide an opportunity for a student to more readily and realistically adjust his goals.

24. Remedial courses for the deficient student are not a legitimate concern of our institution.

25. We find our standards lowered by the mixture of academically and otherwise oriented students.

26. Student academic counseling by individual instructors is both possible and highly desirable in this community junior college.

SA	A	?	D	SD
13	19	0	1	0
0	5	6	14	8
12	20	1	0	0
0	0	1	17	15
0	3	2	16	12
8	20	4	1	0
9	22	1	1	0
11	11	4	5	2
0	0	1	25	7
8	23	2	0	0
8	24	1	0	0
0	1	2	19	11
0	4	6	16	7
12	15	5	1	0

(Survey conducted after orientation)

27. Our community junior college is available for those who cannot qualify at other institutions.
28. Learning opportunities for students not motivated toward the usual academic subjects are an appropriate part of our curriculum.
29. Proximity of our institution to students' homes reduces financial burden and sometimes makes available education otherwise inaccessible.
30. Intercollegiate athletics has no place in a community junior college.
31. The implementation of innovative technology in administration and instruction should be a responsibility of the comprehensive junior college.
32. Vocational guidance by professionally trained counselors is more important in a community junior college than in any other institution of higher education.
33. Academic advising should be done by trained counselors who have adequate preparation and time to spend studying the continually changing vocational and educational world.
34. Course selection is basically the students' responsibility in a community junior college and, therefore, the college need not make extensive provisions for aiding the student in this area.
35. Conducting research and pilot programs in the uses of new media and technology in education is a function of the comprehensive junior college.

SA	A	?	D	SD
4	19	3	6	1
8	23	1	0	1
18	15	0	0	0
4	1	2	17	9
11	19	3	0	0
5	20	4	3	1
10	19	2	2	0
0	0	2	20	11
8	22	1	2	0

* * * *

PERSONAL DATA

Faculty members completing the Attitude Survey, both before and after orientation, were asked to complete a brief "personal data" section, which dealt with their education, teaching background, and so on. Faculty members, however, were not identified by name.

INTERPRETATION OF THE FACULTY ATTITUDE SURVEYS

The purpose in administering the Faculty Attitude Survey before as well as after the three-week orientation program was to determine to what degree our efforts had helped to shape the attitudes of our faculty toward the essential role played by the community college.

Although we had hoped for results which would be more statistically significant than those actually produced, we feel the results still confirmed that the orientation program fulfilled the most important objectives.

Of the 35 questions in the survey, substantial changes were noted in 12 of the questions; a positive but somewhat smaller change was noted in 15, no change was noted in 7 questions and on one question a slight negative change took place.

Question #1 suggested that "Our community junior college is essentially the same as a university extension." Our data reveals that, at the beginning of the orientation, 12 faculty members were confused as to whether or not the community college is essentially the same as a university extension. After the second administration of the survey, 8 of these 12 faculty members apparently shifted their opinions and correctly disagreed with the statement.

Other questions, such as #7, revealed additional areas where there was confusion as to the role of the community college. "It is unrealistic and unsound educational policy for our community junior college to attempt to provide post high school programs for varying ability levels."

At the beginning of the orientation, 8 faculty members either agreed with or were not certain about the validity of this erroneous statement. By the time the orientation was completed, only 1 of the 8 faculty members seemed to remain confused on this important point.

Question #10 also showed a striking change. To the statement, "The extension of educational opportunity through provision for remedial work is a responsibility of our community junior college," only 20 initially agreed, 6 actually disagreed and 7 were not sure. Following the orientation, the number agreeing increased from 20 to 29, the number disagreeing dropped from 6 to zero while the number not sure was reduced to 4.

Question #21 revealed a heartening change concerning a community college and its involvement in providing special services to the student. "Our community junior college is primarily an educational institution and should not become involved in special services to the student (e.g., job placement and assistance with personal problems).

At the beginning of the orientation, 3 faculty members agreed with this erroneous statement and 4 were not sure. These opinions later changed, with 6 of these 7 shifting to the "disagree" or "strongly disagree" column. Only 1 faculty member still was not sure.

Question #25 showed a marked change in attitudes. "We find our standards lowered by the mixture of academically and otherwise oriented students." Initially, 14 faculty members were not sure while three agreed with the statement. After the orientation, the number agreeing with this statement increased from 3 to 4 but the number not sure dropped from 14 to 6 while the number disagreeing increased to 23 from 16.

Question #32 revealed a comfortable shift in attitudes regarding vocational guidance. "Vocational guidance by professionally trained counselors is more important in a community junior college than in any other institution of higher learning." Before the orientation program, 8 faculty members were not sure about this statement while only 16 agreed with it. Later, the number "not sure" dropped from 8 to 4 and the number agreeing with the statement increased to 25, with a corresponding drop among those disagreeing.

Analysis of responses to question #14 which stated: "Community service and participation is not an individual staff obligation," exposed a weakness in the development of the orientation program. Prior to the orientation, 11 faculty members either agreed with this statement or were not sure. After the orientation, the number of faculty members who agreed or were not sure remained at 11 while the number disagreeing also remained steady at 22. While the lack of change in attitude reflects a failure to deal with this issue in the orientation, it also has stimulated our thinking and raised the question as to what our position as a college ought to be.

ORIENTATION PROGRAM

EVALUATION BY FACULTY

At the conclusion of the Orientation Program, faculty members were asked to evaluate the seminar. This questionnaire is reproduced here, together with a tally of the answers. As can be seen by studying the answer tally page, the great majority of the replies were in the "excellent" and "good" categories with only a very few in the "poor" or "unsatisfactory" categories. Perhaps the best endorsement the orientation program received was the response to Question #1. To the statement, "The Seminar Program fulfilled a need at the opening of our new college," 37 replied "excellent" with one replying "good."

EVALUATION QUESTIONNAIRE

CODING

- (Use number)
1. Excellent
 2. Good
 3. Fair
 4. Poor
 5. Unsatisfactory

GENERAL ORGANIZATION

1. The Seminar Program fulfilled a need at the opening of our new college. _____
2. There was a judicious use of time during the three weeks. _____
3. The choice of visiting speakers was appropriate for our needs. _____
4. There was a variety of topics and presentations. _____
5. The informal get-acquainted periods gave an opportunity to know Harper College faculty and staff. _____

6. There was ample opportunity for self-involvement in the Seminar. _____
7. The shifting of locations during the Seminar offered a desirable variety of settings. _____

FORMAL PRESENTATIONS

8. The formal presentations provided necessary and complete information (practical and theoretical). _____
9. The presentations stimulated new thought. _____
10. The guest speakers complemented each other in presenting an understanding of the community college. _____
11. Ample opportunity was given to become personally involved with the guest speakers. _____
12. The practical demonstrations were informative and helpful. _____

DIVISION MEETINGS

13. Gave a clear understanding of your department in the total institutional program. _____
14. Assisted in seeing one's individual teaching assignment in relation to the work of the division. _____
15. Opportunity was given to become well acquainted with colleagues in the division. _____
16. Time given for area faculty meetings was profitably used. _____
17. Sufficient time was given for the faculty to prepare for teaching. _____

BOARD-FACULTY-STAFF PARTICIPATION

18. Freedom for expression was given for personal inquiry on all subjects. _____
19. Resource personnel were available in discussing institutional policies. _____
20. The use of time in faculty buzz sessions was profitable. _____

21. The presentations of Harper College personnel in defining and explaining functions of the various offices was helpful. _____
22. There was adequate explanation of basic institutional policies. _____
23. The Board participation in a faculty orientation program was helpful and encouraging. _____
24. Faculty initiative and direction was evidenced and appropriate in organizing for faculty activities. _____
25. It can be said, "We're off to a good start!" _____

EVALUATION TALLY

<u>QUESTION #</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>NA</u>
1	37	1				
2	3	27	7			
3	21	17	2			
4	23	14	3			
5	35	4		1		
6	26	12	1			
7	31	7	1			
8	11	24	4			
9	22	14	3			
10	20	16	3			
11	18	17	4			
12	8	21	9	1		
13	15	13	4	2		4
14	17	11	4	1		5
15	29	6				3
16	20	13	3			2
17	6	7	11	5	7	2
18	31	8	1			
19	23	13	2		1	
20	15	18	5			
21	21	18	1			
22	17	17	4	1		
23	30	8	1			
24	17	22				
25	35	3	1			

Accompanying the evaluation questionnaire was a page containing a number of questions which asked for written replies. When asked to respond as to the favorable aspects of the orientation program, the faculty most often related in order of importance the following comments:

1. The outside lecturers
2. Provided a chance to meet each other
3. The staff appears to be molded toward a common goal
4. The associations with members of the Board of Trustees

When asked to respond as to the unfavorable aspects of the orientation program, the faculty most often responded:

1. Too long
2. Not enough time for individual preparation

Other random comments:

"Very good."

"Thank you sincerely for a great beginning."

"Fine idea--good opportunity to feel the pulse of college aims and to meet staff and board. We hope this sets the tone of future relations."

"I have learned a lot I didn't know about junior colleges."

"No artificial barriers between administration and teaching staff should be erected."

Acknowledgments --

The success of the Harper College faculty orientation program was due to a total team effort. I wish to acknowledge the guidance of the Board of Trustees of the College, who approved the president's recommendation for establishing such a program. A special thanks, too, to the administrative staff who planned and carried out the details of the program -- Dean of Instruction, Dr. Herbert R. Pankratz; Assistant Dean, Liberal Arts, Dr. G. Kenneth Andeen; Assistant Dean of Career Programs, Mr. Harold C. Cunningham; and Dean of Students, Dr. James Harvey. And too, a word of appreciation to all the other staff members who were so enthusiastic in their participation in the planning and conducting of the three-week orientation program.

* * * *

This report was planned and prepared under the direction of Robert E. Lahti, president of William Rainey Harper College.